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AUTHOR	Syropoulos, Mike
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ABSTRACT

The Ninth Grade Restructuring Program of the Detroit (Michigan) public schools was designed to restructure the ninth grade in ways that improve academic performance, develop positive attitudes toward learning, improve the school environment, reduce the dropout rate, and increase the graduation rate of students. Features of the program were instructional and direct noninstructional services, such as social work services, counseling and psychological services, tutoring by student assistants with teacher supervision, and parent participation in instructional and noninstructional activities. This report presents findings from the second year evaluation in Area A of the Detroit schools. Six principals completed a survey, and 83% believed that the program boosted student achievement. Teachers (n=58) generally thought (77%) that the program raised student achievement. Seven ninth grade administrators who responded also generally thought that the program raised achievement. Teachers and both groups of administrators identified areas in which improvements could be made and recommended its continuation. Recommendations included: the fostering of a school-within-a-school environment; continuing block scheduling; continuing to create clusters of students; and continuing to sensitize teachers to the special needs of ninth graders. One of the chief findings is that the rate at which students discontinued their educations declined in 1996-97 as it had in 1995-96. Twelve appendixes provide information about students affected by the program, including information on dropouts and transfers. (Contains 60 tables and 56 references.) (SLD)

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ED 417 246

EVALUATION OF THE 1996-97 NINTH GRADE RESTRUCTURING PROGRAM

AREA A

Submitted to:

The Office of Research, Evaluation and Assessment
Detroit Public Schools

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Submitted by:

Dr. Mike Syropoulos, Project Evaluator
Research and Evaluation Specialists, Inc.

October, 1997

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HIGHLIGHTS
OF THE

NINTH GRADE RESTRUCTURING PROGRAM

Area A

Submitted to:

The Office of Research, Evaluation and Assessment
Detroit Public Schools

Submitted by:

Dr. Mike Syropoulos, Project Evaluator
Research and Evaluation Specialists, Inc.

October, 1997

HIGHLIGHTS
OF THE
NINTH GRADE RESTRUCTURING PROGRAM
AREA A

This is the second year evaluation of the program. Data were collected from principals, Ninth Grade Administrators, teachers, students and the district's AS400 information system.

Six (6) principals commented on twelve (12) statements dealing with the total program. One hundred percent (100%) of the principals responded "Strongly Agree" or "Agree" to nine (9) of the statements. "Raising students' achievement in reading, mathematics and science" received 83 percent favorable response. The mean average of all the statements is ninety-six percent (96%).

Organizational changes described by the principals are as follows: team teaching, block scheduling, homeroom students traveled as a group from class to class, and group and individual counseling for all ninth grade students.

Major concerns as indicated by the principals are as follows: being sensitive to the needs of the students, using student-centered measures, using more active learning materials, and changing teaching styles to meet the needs of the students.

Changes that would improve implementation as indicated by principals are as follows: more parental involvement, identify student needs, and provide smaller class size via additional personnel.

Fifty-eight (58) teachers commented on nineteen (19) statements dealing with the total program. Ninety to ninety-eight percent (90% to 98%) of the staff responded "Strongly Agree" or "Agree" to eleven (11) of the statements. The mean average of all the statements is ninety percent (90%).

Organizational changes as indicated by the teachers are as follows: more ninth grade administrators and counselors as well as more team teaching.

Major concerns as indicated by the teachers are as follows: delivery of instruction, lack of student attendance, more student-centered instruction is needed, materials and equipment to deliver instruction, need for small English classes, and keep the students motivated to do their work.

Changes that would improve implementation as indicated by teachers are as follows: flexible scheduling, lower class size, provide mentor program for ninth grade students, more parental involvement, more workshops are needed on how to teach ninth graders, and increase the rate of technology in teaching.

One hundred sixty-four (164) students commented on twenty (20) statements dealing with the total program. Eighty-five to ninety-six percent (85% to 96%) of the students responded "Agree" or "Strongly Agree" to sixteen (16) of the statements. "Attended school regularly" received 73 percent favorable responses, and "the program was successful in improving students' achievement in reading and science skills" received 77 percent favorable response. The mean average of all the statements is eighty-six percent (86%).

Things that were liked best about the program as indicated by the students are as follows: teachers and administrators cared about our success, made me aware of my responsibilities, helped me get better understanding about my career, and program helped me with my study skills.

Things that were liked least about the program as indicated by the students are as follows: poor attitude of students and some teachers, too much homework, and length of the school day.

Seven (7) Ninth Grade Administrators commented on twelve (12) statements dealing with the total program. One hundred percent (100%) of the Ninth Grade Administrators responded "Strongly Agree" or "Agree" to eight (8) of the statements; the four statements with less than a 100 percent favorable response rate were: "raising students' achievement in reading and science," "encouraging parents to be involved in their children's learning," and "helping students attend school regularly" received 86 percent favorable responses. The mean average of all the statements is ninety-five percent (95%).

Organizational changes described by Ninth Grade Administrators are as follows: organized into smaller units, block scheduling, team teaching, flexible scheduling, and individualized instruction.

Major concerns as indicated by the Ninth Grade Administrators are as follows: students need to be provided with more opportunities to be actively involved; students need more effective and alternative discipline strategies, and students need to be motivated to attend classes.

Changes that would improve implementation as indicated by the Ninth Grade Administrators are as follows: flexibility to schedule smaller classes, improved parental involvement, improved academic performance, additional staff in-service, and additional staff.

Ninth grade data indicate that there were 3613 Area A incoming 9th grade students enrolled during the 1994-95 school year (Before the Ninth Grade Restructuring Program). Seven hundred seventy-four (774) students (21.43%) left school during the school year. Two hundred seventy-three (273) of these students (7.56%) transferred to another school system or attended night school and five hundred one (501) students (13.87%) discontinued their education.

Ninth grade data indicate that there were 3607 Area A incoming 9th grade students enrolled during the 1995-96 school year (First year with the Ninth Grade Restructuring Program). Five hundred three (503) students (13.95%) left school during the school year. One hundred ninety-four (194) of these students (5.38%) transferred to another school system or attended night school and three hundred nine (309) students (8.57%) discontinued their education.

Ninth grade data indicate that there were 3690 Area A incoming 9th grade students enrolled during the 1996-97 school year (Second year with Ninth Grade Restructuring Program). Two hundred ninety (290) students (7.86%) left school during the year. One hundred twenty-three (123) of these students (3.33%) transferred to another school system or attended night school and one hundred sixty-seven (167) students (4.53%) discontinued their education.

In summary, among incoming Grade 9 students, transferring students decreased from 7.56% (1995), to 5.38% (1996), to 3.33% (1997); students discontinuing their education decreased from 13.87% (1995), to 8.57% (1996), to 4.53% (1997).

Ninth grade data indicate that there were 796 Area A ninth grade students who were repeating courses during the 1994-95 school year (Before the Ninth Grade Restructuring Program). Four hundred fifty-one (451) students (56.66%) left school during the school year. One hundred sixteen (116) of these students (14.57%) transferred to another school system or attended night school and three-hundred thirty-five (335) students (42.09%) discontinued their education.

Ninth grade data indicate that there were 827 Area A ninth grade students who were repeating courses during the 1995-96 school year (First year with the Ninth Grade Restructuring Program). Four hundred eleven (411) students (49.70%) left school during the school year. One hundred (110) of these students (12.09%) transferred to another school system or attended night school and three hundred eleven (311) students (37.61%) discontinued their education.

Ninth grade data indicate that there were 1059 Area A ninth grade students who were repeating courses during the 1996-97 school year (Second year with the Ninth Grade Restructuring Program). Two hundred eighty-four (284) students (26.81%) left school during the school year. Eighty-five (85) of these students (8.02%) transferred to another school system or attended night school and one hundred ninety-nine (199) students (18.79%) discontinued their education.

In summary, among Grade 9 students repeating courses, transferring students decreased from 14.57% (1995), to 12.09% (1996), to 8.02% (1997); students discontinued their education decreased from 42.09% (1995) to 37.61% (1996) to 18.79% (1997).

An attempt was made to compare the tenth grade students who were involved with the Ninth Grade Restructuring Program with the students who were not exposed in the program.

Tenth grade data indicated that there were 2406 Area A tenth grade students enrolled during the 1995-96 school year (Not exposed to the Ninth Grade Restructuring Program). One hundred thirty-four (134) students (5.57%) left school during the school year. Seventy-nine (79) of these students (3.28%) transferred to another system or attended night school and fifty-five (55) students (2.29%) discontinued their education.

Tenth grade data indicated that there were 2367 Area A tenth grade students enrolled during the 1996-97 school year (Exposed to the Ninth Grade Restructuring Program). One hundred twenty-five (125) of these students (5.28%) left school during the school year. Sixty-one (61) of these

students (2.58%) transferred to another school system or attended night school and sixty-four (64) students (2.70%) discontinued their education.

In summary, among newly promoted Grade 10 students, transferring students decreased from 3.28% (1996) to 2.58% (1997); students discontinuing their education increased from 2.29% (1996) to 2.70% (1997).

Tenth grade data indicated that there were 406 Area A tenth grade students who were repeating courses during the 1995-96 school year (Not Exposed to the Ninth Grade Restructuring). One hundred twenty (120) students (29.55%) left school during the school year. Forty (40) of these students (9.85%) transferred to another school system or attended night school and eighty (80) students (19.70%) discontinued their education.

Tenth grade data indicate that there were 577 Area A students who were repeating courses during the 1996-97 school year (Exposed to the Ninth Grade Restructuring Program). One hundred fifty-four (154) students (26.69%) left school during the school year. Forty-four (44) of these students (7.63%) transferred to another school system or attended night school and one hundred ten (110) students (19.06%) discontinued their education.

In summary, among Grade 10 students repeating courses, transferring students decreased from 9.85% (1996), to 7.63% (1997); students discontinued their education decreased from 19.70% (1996) to 19.06% (1997).

The product variables were measured for the ninth grade students for June, 1995 (Without the Program), and the ninth grade students for June, 1996 and June, 1997 (With the Program). The results are based on all Area A schools having ninth grade students:

			6/1996 Compared to 6/95	6/1997 Compared to 6/95
a.	Grade Point Averages	-	Increased	Increased
b.	Student Daily Attendance	-	Increased	Increased
c.	Credit Hours Attempted	-	Decreased	Decreased
d.	Credit Hours Earned	-	Increased	Increased
e.	MAT Reading	-	Increased	Increased
f.	MAT Mathematics	-	Increased	Increased
g.	Educational Status*	-	Increased**	Increased**

Six out of seven variables showed improvement and one decreased for 1995 vs. 1996 and 1995 vs. 1997

*Students leaving school (discontinued their education or continued their education in night school or in another system).
**More students remained in the Detroit schools.

Recommendations include: continue to create a school-within-a-school environment, continue to expand the homeroom teacher concept, continue to institute two-hour block scheduling, continue to create a cluster of students to remain together for several classes, continue to sensitize teachers to 9th grade students, continue to offer special programs, continue to provide district-wide forums for Ninth Grade Administrators, continue to increase support staff, and continue to improve parental involvement.

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TABLE OF CONTENTS

		Page
I.	PROGRAM FACTS	i
II.	EVALUATION OF THE 1996-97 NINTH GRADE RESTRUCTURING PROGRAM, Executive Summary	iv
III.	BACKGROUND INFORMATION/NINTH GRADE RESTRUCTURING	1
IV.	LITERATURE REVIEW	6
V.	PURPOSE OF EVALUATION	6
VI.	METHODOLOGY	6
	Process Evaluation	6
	Product Evaluation	7
VII.	PRESENTATION AND ANALYSIS OF PROCESS DATA	8
	Principals' Perceptions of the Program	8
	Teachers' Perceptions of the Program	16
	Students' Perceptions of the Program	37
	Ninth Grade Administrators' Perceptions of the Program	48
	Academic and Support Programs	59
VIII.	PRESENTATION AND ANALYSIS OF PRODUCT DATA NINTH GRADE	69
	Area A Schools Ninth Grade/Grade Point Average/1994-95	69
	Area A Schools Ninth Grade/Number and Percent of Students with 2.0+ Grade Point Average/1994-95	70
	Area A Schools Ninth Grade/Grade Point Average/1995-96	71
	Area A Schools Ninth Grade/Number and Percent of Students with 2.0+ Grade Point Average/1995-96	72
	Area A Schools Ninth Grade/Grade Point Average/1996-97	73
	Area A Schools Ninth Grade/Number and Percent of Students with 2.0+ Grade Point Average/1996-97	74
	Area A Schools Ninth Grade/Number and Percent of Students with Student Daily Attendance/1994-95	75

TABLE OF CONTENTS (Cont'd)

Page

VIII. PRESENTATION AND ANALYSIS OF PRODUCT DATA
NINTH GRADE (Cont'd)

Area A Schools Ninth Grade/Number and Percent of Students with 92% + Student Daily Attendance/1994-95 76
Area A Schools Ninth Grade/Number and Percent of Student Daily Attendance/1995-96 77
Area A Schools Ninth Grade/Number and Percent of Students with 92% + Student Daily Attendance/1995-96 78
Area A Schools Ninth Grade/Number and Percent of Student Daily Attendance/1996-97 79
Area A Schools Ninth Grade/Number and Percent of Students with 92% + Student Daily Attendance/1996-97 80

Area A Schools Credit Hours Attempted and Earned/ Ninth Grade/June, 1995 81
Area A Schools Credit Hours Attempted and Earned/ Ninth Grade/June, 1996 82
Area A Schools Credit Hours Attempted and Earned/ Ninth Grade/June, 1997 83

Area A Schools/Ninth Grade/MAT (Reading) April, 1995 84
Area A Schools/Ninth Grade/MAT (Mathematics) April, 1995 85
Area A Schools/Ninth Grade/MAT (Reading) April, 1996 86
Area A Schools/Ninth Grade/MAT (Mathematics) April, 1996 87
Area A Schools/Ninth Grade/MAT (Reading) April, 1997 88
Area A Schools/Ninth Grade/MAT (Mathematics) April, 1997 89
Area A Schools with Incoming Ninth Grade Students/June, 1995 90
Area A Schools with Incoming Ninth Grade Students/June, 1996 91
Area A Schools with Incoming Ninth Grade Students/June, 1997 92

Area A Schools with Ninth Grade Students (Repeating Courses) Leaving School/District/June, 1995 93
Area A Schools with Ninth Grade Students (Repeating Courses) Leaving School/District/June, 1996 94
Area A Schools with Ninth Grade Students (Repeating Courses) Leaving School/District/June, 1997 95

Area A Schools with Incoming Ninth Grade Students/ Reasons for Leaving School/District/June, 1995 96
Area A Schools with Incoming Ninth Grade Students/ Reasons for Leaving School/District/June, 1996 97

TABLE OF CONTENTS (Cont'd)

Page

VIII. PRESENTATION AND ANALYSIS OF PRODUCT DATA
NINTH GRADE (Cont'd)

Area A Schools with Incoming Ninth Grade Students/
Reasons for Leaving School/District/June, 1997 98

Area A Schools with Ninth Grade Students (Repeating Courses)
Reasons for Leaving School/District/June, 1995 99
Area A Schools with Ninth Grade Students (Repeating Courses)
Reasons for Leaving School/District/June, 1996 100
Area A Schools with Ninth Grade Students (Repeating Courses)
Reasons for Leaving School/District/June, 1997 101

IX. PRESENTATION AND ANALYSIS OF PRODUCT DATA
TENTH GRADE 102

Area A Schools Tenth Grade/Grade Point Average/1995-96 102
Area A Schools Tenth Grade/Number and Percent of Students with 2.0+
Grade Point Average/1995-96 103
Area A Schools Tenth Grade/Grade Point Average/1996-97 104
Area A Schools Tenth Grade/Number and Percent of Students with 2.0+
Grade Point Average/1996-97 105

Area A Schools Tenth Grade/Number and Percent of Students with
Student Daily Attendance/1995-96 106
Area A Schools Tenth Grade/Number and Percent of Students with 92%+
Student Daily Attendance/1995-96 107
Area A Schools Tenth Grade/Number and Percent of Students with
Student Daily Attendance/1996-97 108
Area A Schools Tenth Grade/Number and Percent of Students with 92%+
Student Daily Attendance/1996-97 109

Area A Schools Credit Hours Attempted and Earned/
Tenth Grade/June, 1996 110
Area A Schools Credit Hours Attempted and Earned/
Tenth Grade/June, 1997 111

Area A Schools/Tenth Grade/MAT (Reading) April, 1996 112
Area A Schools/Tenth Grade/MAT (Mathematics) April, 1997 113
Area A Schools/Tenth Grade/MAT (Reading) April, 1996 114
Area A Schools/Tenth Grade/MAT (Mathematics) April, 1997 115

TABLE OF CONTENTS (Cont'd)

Page

IX. PRESENTATION AND ANALYSIS OF PRODUCT DATA
TENTH GRADE (Cont'd)

Area A Schools with Incoming Tenth Grade Students/June, 1996 116
Area A Schools with Incoming Tenth Grade Students/June, 1997 117

Area A Schools with Tenth Grade Students (Repeating Courses)
Leaving School/District/June, 1996 118
Area A Schools with Tenth Grade Students (Repeating Courses)
Leaving School/District/June, 1997 119

Area A Schools with Incoming Tenth Grade Students/
Reasons for Leaving School/District/June, 1996 120
Area A Schools with Incoming Tenth Grade Students/
Reasons for Leaving School/District/June, 1997 121

Area A Schools with Tenth Grade Students (Repeating Courses)
Reasons for Leaving School/District/June, 1996 122
Area A Schools with Tenth Grade Students (Repeating Courses)
Reasons for Leaving School/District/June, 1997 123

X. CONCLUSIONS 124

XI. RECOMMENDATIONS 133

XII. APPENDICES 136

A. High School Allocations 1996-97 by Area 137

B. Ninth Grade Incoming Students Leaving School/District
for June, 1995 139

C. Ninth Grade Incoming Students Leaving School/District
for June, 1996 146

D. Ninth Grade Incoming Students Leaving School/District
for June, 1997 152

E. Ninth Grade Students (Repeating Courses) Leaving School/
District for June, 1995 158

F. Ninth Grade Students (Repeating Courses) Leaving School/
District for June, 1996 164

TABLE OF CONTENTS (Cont'd)

Page

G. Ninth Grade Students (Repeating Courses) Leaving School/ District for June, 1997 170

H. Tenth Grade Incoming Students Leaving School/District for June, 1996 176

I. Tenth Grade Incoming Students Leaving School/District for June, 1997 182

J. Tenth Grade Students (Repeating Courses) Leaving School/ District for June, 1996 188

K. Tenth Grade Students (Repeating Courses) Leaving School/ District for June, 1997 194

L. Literature Review and Bibliography Sources 200

PROGRAM FACTS

Name of Program	:	1996-97 Ninth Grade Restructuring Program - Area A
Funding Year	:	1996-97
Purpose of Program	:	The purpose of the program is to restructure ninth grade in ways which improve academic performance; develop positive attitudes toward learning; improve the school environment to promote learning and self-respect, caring and respect for the individuality and rights of others; reduce the dropout rate and increase the graduation rate of students.
Features of Program	:	Instructional and direct non-instructional services, such as social worker, counseling and psychological services; tutorial methods with student assistants working under the supervision of a certified teacher; parents' involvement in instructional and non-instructional activities with their children.
Funding Source	:	31a State funds and Title 1 (See Appendix A)
Funding Level	:	a. $5,507,549 - 31a and Title 1 Ninth Grade Restructuring Allocation (1996-97)
Ninth Grade Enrollment	:	4,749 students during the 1996-97 school year
Number and Level of Participants	:	Area C, 1994-95 Grade 9 Students (Before the Program)

1. Ninth Grade incoming students during the school year	3,613	82%
2. Ninth Grade students repeating courses during the school year	796	18%
Total	4,409	100%

Area A, 1995-96 Grade 9 Students (First Year Program)

1. Ninth Grade incoming students during the school year	3,607	81%
2. Ninth Grade students repeating courses during the school year	827	19%
Total	4,434	100%

Area A, 1996-97 Grade 9 Students (Second Year Program)

1. Ninth Grade incoming students during the school year	3,690	78%
2. Ninth Grade students repeating courses during the school year	1,059	22%
Total	4,749	100%

Area A, 1995-96 Grade 10 Students (Before the Program)

1. Tenth Grade incoming students during the school year	2,406	86%
2. Tenth Grade students repeating courses during the school year	406	14%
Total	2,812	100%

Area A, 1996-97 Grade 10 Students (After First Year Program)

1. Tenth Grade incoming students during the school year	2,367	82%
2. Tenth Grade students repeating courses during the school year	517	18%
Total	2,884	100%

Number and Level of Schoos in Program	:	Area A: Cass Technical H.S., Chadsey H.S., Commerce H.S., Crockett H.S., Douglass Academy, Ferguson H.S., King H.S., Miller M.S., Murray-Wright H.S., Southwestern H.S. and Western H.S.
Staffing Pattern	:	Teachers, administrators and support staff from the regular school
Instructional Time	:	Regular hours - six hours per day, after school and Saturday classes.
Equipment and Materials	:	Same equipment and materials used during the regular school year.
First Year Funded	:	1995-96

EVALUATION
OF THE
1996-97 NINTH GRADE RESTRUCTURING PROGRAM AREA A
Executive Summary

Purpose and Features of the Program

The purpose of the program is to restructure ninth grade in ways which improve academic performance; develop positive attitudes toward learning; improve the school environment to promote learning and self-respect, caring and respect for the individuality and rights of others; reduce the number of students leaving school and increase the graduation rate of students.

Schools were to design and implement programs to improve the academic achievement of the at-risk students. Schools could use instructional and direct non-instructional services, such as social workers, counseling and psychological services; tutorial methods with student assistants working under the supervision of a certified teacher; and/or involve parents in instructional and non-instructional activities with their children.

Methodology

Process Evaluation - The Evaluation of the 1996-97 Ninth Grade Restructuring Program was designed to assess the success of the program as perceived by the principals ninth grade administrators, teachers and students. Four surveys were developed containing statements related to the Ninth Grade Restructuring Program. The principals', the Ninth Grade administrators', the teachers' and the students' surveys contained both forced-choice and open-ended questions. The forced-choice questions accompanied by a Likert-type scale upon which the responses were marked. The four surveys were administered by the Project Evaluator.

Product Evaluation - Data on grade point averages, attendance, credit hours, academic achievement and the educational status* of students were collected for 1994-95 (Before the Program), 1995-96 (First Year with Program), and 1996-97 (Second Year with Program) ninth grade students. Also, the same data were collected for the 1995-96 (Before the Program) and 1996-97 (After the Program) tenth grade students. Post data for grade point averages, attendance and credit hours were received from the district's AS400 information system. The educational status of students came from the district's AS400 information system. Data from the administration of the Metropolitan Achievement Tests (Reading and Mathematics) (MAT7, Form S, Level S1, Psychological Corporation, 1993 administered spring 1995, 1996 and 1997) came from the files of the Office of Research, Evaluation and Assessment. The evaluator of the Ninth Grade Restructuring was responsible for collecting and analyzing all product data.

*Students leaving school: a. Discontinued their education
b. Continued their education in night school or another school system

Separate reports will be prepared for each Area and one consolidated report of all areas. Also, a report of programs suggested by the Ninth Grade Administrators as being successful will be prepared for distribution to all schools having 9th grade students.

Findings

A. Principals' Perceptions of the Program

Six (6) principals commented on twelve (12) statements dealing with the total program. The responses were analyzed for the percent of positive (agree and strongly agree) answers. The statements were grouped into seven (7) categories for purposes of this narrative report and are presented below. The numbers in parentheses indicate the mean positive response by the principals for the items in each category. There were nine (9) open-ended questions for which their opinions were solicited. Respondents indicated that the program was successful in:

- raising students' achievement in reading, mathematics and science (83%)
- raising 9th Grade students' awareness of high school requirements and expectations (100%)
- developing students' ability to work independently (100%)
- encouraging parents to be involved in their child's learning (100%)
- preventing students from dropping out of school (100%)
- helping students develop worthwhile priorities and attend school regularly (100%)
- developing self-discipline, and responsibility for one's own actions and developing students' ability to work cooperatively with others. (100%)

One hundred percent (100%) of the principals responded "Strongly Agree" or "Agree" to nine (9) of the statements.

Eighty-three percent (83%) of the respondents responded "Strongly Agree" or "Agree" to three (3) of the statements.

The mean average of all the statements' "Strongly Agree" and "Agree" is ninety-six percent (96%).

Open-Ended Questions

In the first question, the principals were asked to indicate *how they prepared their staff for the Ninth Grade Restructuring Program.* Their responses follow:

- provided an educational environment which met the students' needs
- provided study skills and test strategies on an on-going basis
- provided orientation, in-service and professional development sessions
- prepared teachers through regular school improvement meetings
- shared ninth grade research with the staff related to ninth grade drop outs
- held meetings with the staff in order to design a program to meet the students' needs
- informed staff of the Ninth Grade Restructuring Program at regular staff meetings

In the next question, the principals were asked to state *the teaching strategies would be found in the Ninth Grade Restructuring classroom.* They responded as follows:

- all instruction was student centered and as individualized as possible
- instructors utilized cooperative learning
- technology was utilized in science to assist students with learning difficult science concepts
- active learning lecture and discussion, individual and group projects, writing and reading strategies across the curriculum
- peer mentoring, team teaching, and individualized instruction
- integration of technology, cooperative participation, scientific inquiry and problem solving, and decision making approaches to learning

The next question, *did any organizational change(s) occurred in your school as a result of the Ninth Grade Restructuring Program.* They responded as follows:

- block scheduling
- same students were scheduled to have the same teachers and schedules in mathematics, science, English, and social studies
- independent study program, seven classes for all ninth grade students, and team teaching
- group and individual counseling for all ninth grade students
- co-counselors and teachers will continue to collaborate

In the next question, the principals were asked, *"are you going to do anything different for the 1996-97 Grade 9 students when they are in the 10th grade in 1997-98?"* Their responses follow:

- continue to keep students, science and arts curriculum during and after school for tutorial opportunities
- continue to have a tenth grade sponsor
- continue to be included in motivational assemblies and incentive programs
- continue to keep components such as group counseling and field trips
- continue to have block scheduling and team teaching

The principals were asked to indicate *the reactions of the different stakeholders about the Ninth Grade Restructuring Program*. Following are some of their responses:

Students:

- most are actively involved and supportive of the program
- students enjoy the close relationships with their peers, their teachers and counselors
- students have experienced a successful year
- students have been very positive about the program

Teachers:

- teachers have been very positive about the program **(4)**
- most are actively involved and supportive of the program
- teachers are excited about new and innovative teaching ideas. They favor block scheduling and team teaching.

Parents:

- parents are very positive about the program **(4)**
- parents are actively involved and supportive of the program
- parents enjoy their involvement in their children's education
- parents participated in numerous ways such as: volunteering, organizing parent rallies and make contacts with other parents

Principals were asked, *"what, if any, are your major concerns about the delivery of instruction by your 9th grade teachers?* They responded as follows:

- being sensitive to the needs of the students
- being able to provide a wide variety of instructional approaches which meet the academic needs of the students
- using student-centered measures
- exploring varied instructional techniques to provide variety to the block instructional time
- using more active learning activities are needed in the curriculum
- changing their teaching styles to meet the needs of the students

In the next question, the principals were asked, *"what changes would improve the implementation of the Ninth Grade Restructuring Program?"* They responded as follows:

- providing different academic opportunities
- providing smaller class size via additional personnel and resources
- providing more funding for additional personnel
- identifying of students needs
- providing more parental involvement and more individualized attention for students
- providing more workshops/in-service for staff, use of technology and delivery of instruction

Principals were asked, *"for you, what have been the major challenges of the Ninth Grade Restructuring Program?"* Their responses follow:

- providing meaningful academic strengthening experience for all of our ninth graders
- assisting students to learn self-discipline necessary in their high school transition
- the alignment of staff and students to achieve maximum use of staff and the availability of facility
- convincing others that our needs for resources and time to effectively implement the program are crucial to its success
- providing tutorial services in the area of mathematics

Finally, the principals were asked, *"what, if any, have been the challenges with the parental component of the Ninth Grade Restructuring Program?"* They responded as follows:

- increasing number of involved parents continue to be our goal
- trying to increase parent participation on a consistent basis
- maximizing the number of parents who are active in the planned activates

B. Teachers' Perceptions of the Program

Fifty-eight (58) teachers commented on nineteen (19) statements dealing with the total program. The responses were analyzed for the percent of positive (agree and strongly agree) answers. The statements were grouped into thirteen (13) categories for purposes of this narrative report and are presented below. The numbers in parentheses indicate the mean positive response by the teachers for individual items. There were seven (7) open-ended questions for which their opinions were solicited.

- I received sufficient information regarding the program (95%)

- the program was successful in raising student achievement

  a. reading (86%)
  b. mathematics (91%)
  c. science (89%)

- the program was successful in raising student awareness

  a. high school requirements (96%)
  b. high school expectations (93%)

- the program was successful in developing students'

  a. ability to work cooperatively with others (95%)
  b. self-discipline and responsibility for one's own actions (81%)
  c. the ability to work independently (91%)
  d. worthwhile priorities (88%)

- the program was successful in encouraging parents to be involved in their child's learning (77%)

- parents received sufficient advance notification about the Ninth Grade Restructuring Program (93%)

- teachers received sufficient information for the implementation of the Ninth Grade Restructuring Program (88%)
- ninth grade students attended school regularly (81%)
- the program was successful in preventing students from dropping out of school (86%)
- I feel the program will result in improved achievement (98%)
- teachers feel the program will result in improved achievement (97%)
- I am supportive of the Ninth Grade Restructuring Program (95%)
- teachers seem to be supportive of the Ninth Grade Restructuring Program (95%)

Ninety-one to ninety-eight percent (91% to 98%) of the staff "Agreed" or "Strongly Agreed" to eleven (11) of the statements.

Seventy-seven to eighty-eight percent (77% to 88%) of the teachers "Strongly Agreed" or "Agreed" to the other eight (8) statements.

The mean average of all the statements "Strongly Agreed" or "Agreed" is ninety percent (90%).

Open-Ended Questions

In the first question, the teachers were asked to indicate *the strategies that would be found in the Ninth Grade classrooms in their school.* They responded as follows:

- student-centered instruction and cooperative learning (6)
- cooperative learning (27)
- assertive discipline, student-centered instruction and daily journal
- group work and lecture discussion
- authentic method of instruction, oral reports, peer tutoring and peer mentoring
- collaborative and cooperative learning
- use of manipulatives and hands-on-activities

In the next question, the teachers were asked to indicate *any organizational change(s) that occurred in their school as a result of the Ninth Grade Restructuring Program*. They responded as follows:

- flexible scheduling and team teaching (6)
- ninth grade administrator and counselor
- team teaching and block scheduling
- two-hour block scheduling

Teachers were asked, *what, if any, are your major concerns about the delivery of instruction to the ninth graders*. They responded as follows:

- delivery of instruction for ninth grade students
- lack of student attendance posses certain problems: continuity of lesson, prolonged less, and interest level
- more student-centered instruction is needed
- many students fail to receive full instruction due to their attendance
- scheduling does not allow for individuality
- students are not allowed to select their own classes
- materials and equipment to help deliver instruction
- to much classroom disturbance due to discipline problems
- need for improved facilities and more equipment
- need for smaller classes in English
- keeping students on-task and interested in the lessons
- keeping students interested in school and keeping instruction alone
- when students are not disciplined, it is very hard to teach
- keeping students motivated and getting them to do their work
- lack of basic mathematics and communication skills of students coming from middle school
- ninth grade students are very difficult to teach, they have very poor self-control and very weak basic skills

The teachers were asked to indicate *the reactions of the stakeholders about the Ninth Grade Restructuring Program*. They responded as follows:

<u>Students</u>:

- students are excited about the program
- students feel that teachers care about them
- students are receptive to the program
- students seemed positive about the program

Teachers:

- teachers are receptive about the program
- teachers feel they should be better organized, receptive, concerned and involved
- teachers seemed positive about the program
- teachers seemed sensitive to the academic and social adjustment of the students

Parents:

- parents are pleased this program is helping their children
- parents have positive outlook about the program
- parents are very supportive and appreciative
- parents prefer middle school for their ninth grade children
- parents find the ninth grade program appealing

Administrators:

- administrators are knowledgeable about the program
- administrators are very supportive
- administrators need more funding for special programs
- administrators have been providing the needed support in implementing the program

Teachers were asked to indicate *the changes that would improve the implementation of the Ninth Grade Restructuring Program.* They responded as follows:

- developing student self-discipline
- students, parents and staff can be made more aware of the program
- creating of an "in-school" suspension
- organizing a more elaborate orientation program for everyone
- allowing ninth grade teachers to meet once a month to discuss ninth grade curriculum and all concerns regarding program
- having more workshops to help improve lesson plans
- lowering class size for ninth graders
- having parent involvement, student/parent workshops, and administrator/teacher workshops
- providing flexible scheduling with more classes to offer the students
- providing strong mentor program for ninth graders
- increasing the role of technology in the teaching and learning process

In the next question, the teachers were asked to indicate *what have been the major challenges of the Ninth Grade Restructuring Program*. Their responses follow:

- raising student awareness of high expectations
- working a little harder to keep and retain the attention of my students
- changing some students' attitudes about the program
- helping students to work effectively in small groups
- trying to impress upon students the need for regular attendance
- trying to teach ninth grade students with no basic skills and no self-control
- improving new students' study habits, and discipline concepts
- dealing with the great variety of math backgrounds
- getting students to adjust in their transition
- getting parents involved in their student's education

In the final question, the teachers were asked to indicate *what, if any, have been the challenges with the parental component of the Ninth Grade Restructuring Program*. They responded as follows:

- had little or no support from parents
- parental support is always a major concern
- parents need to be more involved in their children's education
- parental information could be greater and more helpful
- make parents aware of the ninth grade restructuring
- more parental involvement is needed

C. Students' Perceptions of the Program

One hundred sixty-four (164) students commented on twenty (20) statements dealing with the total program. The responses were analyzed for the percent of positive (agree and strongly agree) answers. The statements were grouped into eleven (11) categories for purposes of this narrative report and are presented below. The numbers in parentheses indicate the mean positive response by the students for individual items. There were two (2) open-ended questions for which their opinions were solicited.

- satisfied with the services received from the program (87%)
- teachers appeared to be sincerely concerned about me (85%)
- was given homework daily in most of my classes (76%)
- received help from my teachers when I needed it (85%)
- services offered by the counselor were very helpful (88%)
- administrator appeared to be sincerely concerned about me (86%)

- the program was successful in improving students'

  a. work habits (96%)
  b. attitudes toward learning (91%)
  c. reading skills (77%)
  d. mathematics skills (85%)
  e. science skills (77%)
  f. ability to work cooperatively with others (88%)

- completed assigned tasks (91%)
- raised awareness of high school requirements (95%)
- developed better self-discipline (88%)

- the program helped us to

  a. get along with other students (87%)
  b. get along better with adults (86%)
  c. feel better about ourselves (90%)
  d. feel better about school (89%)
  e. attend school regularly (73%)

Eighty-five to ninety-six percent (85% to 96%) of the students "Agreed" or "Strongly Agreed" to sixteen (16) of the statements.

Seventy-three to seventy-seven percent (73% to 77%) of the students "Agreed" or "Strongly Agreed" to the other four (4) statements.

The mean average of the "Agreed" or "Strongly Agreed" responses is eighty-six percent (86%).

In the first question, the students were asked to indicate *what they liked best about the program*. They responded as follows:

- the program gave us another chance
- teachers and administrators cared about our success
- enjoyed the setting and the people
- the program helped me with my study skills, test taking skills and my confidence
- helped me get a better understanding about my career
- made me aware of my responsibilities as a student
- the program was completely flawless in my eyes
- it helped me maintain a steady study time at home
- it made me realize that I wasn't the only person

- needed improvement, but so did many of my peers
- people were there to help me when I needed them
- the teachers were always there to help you
- liked the environment and the people in the program
- there were smaller classes and it was easier for students and teachers

In the second question, the students were asked to indicate *what they liked least about the program*. They responded as follows:

- we didn't get to pick any of our classes
- I didn't like the choices we had for our classes
- some of the teachers were not really concerned
- didn't like some of the teachers' attitudes
- it was too much work
- long length of the school day
- science wasn't explained clearly
- the way some teachers treated students
- some teachers were unfair for not explaining the work
- communication with other students was poor
- classes were too long
- some of the classes were very hard
- staying in school until 5:30 p.m.
- long speeches and lectures given by the administrators

D. Ninth Grade Administrators' Perceptions of the Program

Seven (7) ninth grade administrators commented on twelve (12) different statements dealing with the total program. The statements were grouped into nine (9) categories for purposes of this narrative report and are presented below. The numbers in parentheses indicate the mean positive response by the ninth grade administrators for each item in the category. There were nine (9) open-ended questions for which their opinions were solicited. Respondents indicated that the program was successful in:

- raising students' achievement in reading and science (86%)
- raising students' achievement in mathematics (100%)
- raising 9th Grade students' awareness of high school expectations (100%)
- raising 9th Grade students' awareness of high school requirements (100%)
- developing students' ability to work independently (100%)
- encouraging parents to be involved in their child's learning (86%)

- helping students to develop worthwhile priorities (100%)
- helping students to attend school regularly (86%)
- developing self-discipline and responsibility for one's own actions and developing students' ability to work cooperatively with others (100%)

One hundred percent (100%) of the Ninth Grade Administrators responded "Strongly Agree" or "Agree" to eight (8) of the statements.

Eighty-six (86%) of the Ninth Grade Administrators responded "Strongly Agree" or "Agree" to four (4) of the statements.

The mean average of all the positive statements is ninety-five percent (95%).

Open-Ended Questions

In the first question, the Ninth Grade administrators were asked to indicate *how they prepared their staff for the Ninth Grade Restructuring Program.* Their responses follow:

- orientation session, staff development sessions and weekly in-service sessions
- teachers were asked to share their expectations with students
- orientation and in-service workshops for all staff
- staff development and training sessions
- summer in-service was held with staff

In the next question, the Ninth Grade administrators were asked to indicate *the teaching strategies that would be found in the Ninth Grade classrooms in their schools.* They responded as follows:

- use of supportive technology
- cooperative learning activities
- team teaching
- hands-on-learning activities
- work related applications
- cooperative learning activities
- student-centered instruction and cooperative learning
- role play, discussion, brainstorming, and creative inquiry
- modeling, peer tutoring and direct teaching

The Ninth Grade administrators were asked to state *if any organizational change(s) occurred in their school as a result of the Ninth Grade Restructuring Program.* They responded as follows:

- aligning curriculum with student needs
- ninth graders were assigned seven classes
- block scheduling and team teaching
- flexible scheduling and individualized instruction

The Ninth Grade administrators were asked *if they were going to do anything different for the 1996-97 Grade 9 students when they are in the 10th grade in 1997-98.* Their responses follow:

- include them in the ninth grade motivational assemblies and incentive programs
- allow most successful students to mentor new students
- same extra support will be provided to the 10th graders
- administrators and teachers will plan block scheduling and tem teaching

The Ninth Grade administrators were asked to state *if they had any concerns about the delivery of instruction of their Ninth Grade teachers.* They responded as follows:

- students need to be provided with more opportunities to be actively involved
- students need to be actively involved in learning experiences
- students need more effective, alternative discipline strategies need to be employed
- students need to be motivated to attend classes, accept responsibility for their own behavior and to achieve academic success

The Ninth Grade administrators were asked to state *the reactions of the following stakeholders about the Ninth Grade Restructuring Program.* Their responses follow:

Students:

- students are excited about the program
- students are appreciative of the extra attention and concern
- students are pleased with the counseling and mediation

Teachers:

- teachers are generally positive and responsive
- teachers are quite supportive of the program
- teachers are favorable to the program and most cooperative
- teachers are excited and accepting change
- teachers have bought into corrective behavioral measures

Parents:

- parents want to be actively involved
- parents provided positive support
- parents want us to continue to "save" their children
- parents of most at-risk students are consistent in their attendance at disciplinary conference

The Ninth Grade administrators were asked to state *the changes that would improve the implementation of the Ninth Grade Restructuring Program*. They responded as follows:

- additional teachers, smaller classes and additional technology
- additional staff in-services and more team teaching
- more interdisciplinary ninth grade teacher meetings
- consistent staff and more teachers teaching only ninth grade students
- mandatory parent/student orientation prior to registration
- provide resources to implemented alternative discipline
- procedures, conflict resolution and peer mediation programs

The Ninth Grade administrators were asked to indicate *what has been the major challenge for them of the Ninth Grade Restructuring Program*. They responded as follows:

- having frequent, face-to-face conferences with students, parents and staff have been most beneficial
- developing an innovative and creative curriculum
- receiving feedback from instructional staff regarding pros and cons of the program
- selecting staff who are the most effective with motivating and nurturing ninth graders
- having staff able to administer discipline in a constructive manner

Finally, the Ninth Grade administrators were asked, *"what, if any, have been the challenges with the parental component of the Ninth Grade Restructuring Program"?* Their responses follow:

- having very difficult time to get parents actively involved on a continuous basis
- continuing sustained parental involvement
- increasing the number of parents who are involved in the day-to-day operations of the program

NINTH GRADE DATA*

E. 1. Grade Point Averages (1995)

- Schools' grade point average ranged from 1.2 to 2.6
- Area's grade point average is 1.8
- District's grade point average is 1.5

2. Grade Point Averages (1996)

- Schools' grade point average (GPA) average ranged from 1.3 to 2.6
- Area's grade point average is 1.9
- District's grade point average is 1.5

3. Grade Point Averages (1997)

- Schools' grade point average (GPA) average ranged from 1.3 to 2.6
- Area's grade point average is 2.0
- District's grade point average is 1.5

F. 1. Student Daily Attendance (1995)

- Schools' daily attendance average ranged from 68% to 95%
- Area's daily attendance average is 83%
- District's daily attendance average is 77%

*The 1995 data (Without the Program) compared to 1996 and 1997 data (With the Program).

2. **Student Daily Attendance (1996)**

- Schools' daily attendance average ranged from 71% to 95%
- Area's daily attendance average is 84%
- District's daily attendance average is 77%

3. **Student Daily Attendance (1997)**

- Schools' daily attendance average ranged from 73% to 97%
- Area's daily attendance average is 85%
- District's daily attendance average is 78%

G. 1. **Credit Hours Attempted and Earned (1995)**

- Schools' average credit hours attempted ranged from 40.8 to 64.8
- Schools' average credit hours earned ranged from 22.0 to 58.5
- Area's average of credit hours attempted is 55.0
- Area's average of credit hours earned is 35.0
- District's average credit hours attempted is 48.5
- District's average credit hours earned is 32.8

2. **Credit Hours Attempted and Earned (1996)**

- Schools' average credit hours attempted ranged from 32.9 to 65.1
- Schools' average credit hours earned ranged from 21.8 to 58.1
- Area's average credit hours attempted is 55.2
- Area's average credit hours earned is 44.0
- District's average credit hours attempted is 49.7
- District's average credit hours earned is 34.4

3. **Credit Hours Attempted and Earned (1997)**

- Schools' average credit hours attempted ranged from 22.1 to 68.5
- Schools' average credit hours earned ranged from 20.7 to 67.5
- Area's average credit hours attempted is 56.0
- Area's average credit hours earned is 53.8
- District's average credit hours attempted is 49.7
- District's average credit hours earned is 46.9

H. 1. Metropolitan Achievement Test (Reading) (1995)

- Schools' grade mean equivalent (GME) ranged from 5.5 to 10.5
- Area's GME average is 8.5
- District's GME average is 7.6
- National GME average is 9.7

2. Metropolitan Achievement Test (Mathematics) (1995)

- Schools' grade mean equivalent (GME) ranged from 5.0 to 10.5
- Area's GME average is 8.0
- District's GME average is 7.5
- National GME average is 9.7

3. Metropolitan Achievement Test (Reading) (1996)

- Schools' grade mean equivalent (GME) ranged from 5.7 to 10.5
- Area's GME average is 8.6
- District's GME average is 7.7
- National GME average is 9.7

4. Metropolitan Achievement Test (Mathematics) (1996)

- Schools' grade mean equivalent (GME) ranged from 5.7 to 11.2
- Area's GME average is 8.9
- District's GME average is 7.6
- National GME average is 9.7

5. Metropolitan Achievement Test (Reading) (1997)

- Schools' grade mean equivalent (GME) ranged from 5.7 to 10.3
- Area's GME average is 8.6
- District's GME average is 7.1
- National GME average is 9.7

6. Metropolitan Achievement Test (Mathematics) (1997)

- Schools' grade mean equivalent (GME) ranged from 6.5 to 10.3
- Area's GME average is 8.7
- District's GME average is 7.6
- National GME average is 9.7

I. 1. Incoming 9th Grade Students Leaving School* (1995)

- Schools' discontinued average rate ranged from 2.79% to 36.49%
- Area's discontinued rate is 13.87%
- District's discontinued rate is 18.28%

2. Incoming 9th Grade Students Leaving School* (1996)

- Schools' discontinued average rate ranged from 0.00% to 47.45%
- Area's discontinued rate is 8.57%
- District's discontinued rate is 11.70%

3. Incoming 9th Grade Students Leaving School* (1997)

- Schools' discontinued average rate ranged from 0.49% to 66.66%
- Area's discontinued rate is 4.53%
- District's discontinued rate is 5.14%

4. Ninth Grade Students (Repeating Courses) Leaving School* (1995)

- Schools' discontinued average rate ranged from 0.00% to 60.00%
- Area's discontinued rate is 42.09%
- District's discontinued rate is 42.79%

5. Ninth Grade Students (Repeating Courses) Leaving School* (1996)

- Schools' discontinued average rate ranged from 0.00% to 100%
- Area's discontinued rate is 37.61%
- District's discontinued rate is 34.72%

6. Ninth Grade Students (Repeating Courses) Leaving School* (1997)

- Schools' discontinued average rate ranged from 0.00% to 100%
- Area's discontinued rate is 18.79%
- District's discontinued rate is 16.44%

Six out of seven variables showed improvement and one decrease for 1995 vs. 1996 and 1996 vs. 1997.

*Students leaving school refers to the discontinuance of their schooling. The reasons leaving school are stated as follow: non-return, lost to institutions, suspended, moved/cannot locate, overage and other (voluntary). It should be noted that some of these students might return to continue their education.

TENTH GRADE DATA

E. 1. Grade Point Averages (1996)

- Schools' grade point average ranged from 1.7 to 2.7
- Area's grade point average is 2.1
- District's grade point average is 1.8

2. Grade Point Averages (1997)

- Schools' grade point average (GPA) average ranged from 1.7 to 2.4
- Area's grade point average is 2.2
- District's grade point average is 1.8

F. 1. Student Daily Attendance (1996)

- Schools' daily attendance average ranged from 74% to 95%
- Area's daily attendance average is 86%
- District's daily attendance average is 80%

2. Student Daily Attendance (1997)

- Schools' daily attendance average ranged from 75% to 97%
- Area's daily attendance average is 85%
- District's daily attendance average is 80%

G. 1. Credit Hours Attempted and Earned (1996)

- Schools' average credit hours attempted ranged from 34.2 to 68.4
- Schools' average credit hours earned ranged from 32.3 to 67.4
- Area's average of credit hours attempted is 58.5
- Area's average of credit hours earned is 52.0
- District's average credit hours attempted is 51.8
- District's average credit hours earned is 48.7

2. Credit Hours Attempted and Earned (1997)

- Schools' average credit hours attempted ranged from 33.0 to 69.0
- Schools' average credit hours earned ranged from 31.6 to 67.9
- Area's average credit hours attempted is 58.1
- Area's average credit hours earned is 57.0
- District's average credit hours attempted is 53.5
- District's average credit hours earned is 51.4

H. 1. Metropolitan Achievement Test (Reading) (1996)

- Schools' grade mean equivalent (GME) ranged from 6.6 to 12.0+
- Area's GME average is 9.7
- District's GME average is 8.8
- National GME average is 10.7

2. Metropolitan Achievement Test (Mathematics) (1996)

- Schools' grade mean equivalent (GME) ranged from 6.3 to 12.0+
- Area's GME average is 10.4
- District's GME average is 8.5
- National GME average is 10.7

3. Metropolitan Achievement Test (Reading) (1997)

- Schools' grade mean equivalent (GME) ranged from 6.3 to 12.0+
- Area's GME average is 9.8
- District's GME average is 8.9
- National GME average is 10.7

4. Metropolitan Achievement Test (Mathematics) (1997)

- Schools' grade mean equivalent (GME) ranged from 6.5 to 12.0+
- Area's GME average is 10.4
- District's GME average is 8.6
- National GME average is 10.7

I. 1. Incoming 10th Grade Students Leaving School* (1996)

- Schools' discontinued average rate ranged from 0.00% to 21.54%
- Area's discontinued rate is 2.29%
- District's discontinued rate is 3.18%

2. Incoming 10th Grade Students Leaving School* (1997)

- Schools' discontinued average rate ranged from 0.42% to 42.42%
- Area's discontinued rate is 2.70%
- District's discontinued rate is 3.98%

3. Tenth Grade Students (Repeating Courses) Leaving School* (1996)

- Schools' discontinued average rate ranged from 0.00% to 35.44%
- Area's discontinued rate is 19.70%
- District's discontinued rate is 16.22%

4. Tenth Grade Students (Repeating Courses) Leaving School* (1997)

- Schools' discontinued average rate ranged from 0.00% to 43.28%
- Area's discontinued rate is 19.06%
- District's discontinued rate is 15.88%

Three out of seven variables showed improvement, one remained the same and three decreased for 1996 vs. 1997.

Recommendations

Schools can help retain at-risk ninth graders through a variety of policies and practices. The following recommendations should be considered to help all ninth graders begin successful high school careers:

- Continue to decrease alienation in the high school by breaking the school down into small, stable units to increase personal attention from the staff. Examples of this strategy include:
  - create a school within-a-school environment
  - expanding the role of a homeroom teacher to include mentor and personal guide;
  - extending class to two periods (block scheduling) to limit the need for students to move from class to class;
  - creating clusters of students who remain together for several classes and thus can offer each other support;
  - creating alternative schools and mini-schools that offer disaffected students compensatory programs and more personalized attention.

*Students leaving school refers to the discontinuance of their schooling. The reasons leaving school are stated as follow: non-return, lost to institutions, suspended, moved/cannot locate, overage and other (voluntary). It should be noted that some of these students might return to continue their education.

- Continue to sensitize teachers to the problems of ninth graders so that the teachers can be helpful; assign more experienced teachers to this grade.

- Continue to offer special programs to orient middle school students to ninth grade, thus helping to smooth the passage. Such programs include:

  - schedule visits to the high schools by small groups of incoming students.

  - assign a high school student to mentor each new student.

  - have a middle school student shadow a high school student to learn what a high school day is like.

  - schedule orientation activities, preferably for small groups of ninth graders, that range from a single session on the first day in school to an ongoing program lasting up to a full semester. During these orientations, rules and expectations are discussed, courses of study are described, and human awareness issues like multicultural relations and drug use are explored.

  - have orientation activities for parents that cover much of the same ground as those for the new ninth graders.

All of the suggestions for easing the transition to ninth grade presented above have been successfully tested in school districts around the country. The experience of these school districts suggests that schools can make a real difference for students by giving special attention to the ninth grade as a pivotal year in a student's education. The experiences in Detroit, as documented in this report, add additional evidence that these approaches can yield success for Grade 9 students.

The following recommendations were made based on interviews with administrators and teachers, and the surveys which solicited information regarding the program from principals, ninth grade administrators, teachers and students.

- All the ninth grade administrators indicated a district wide forum – such as a day long conference – where they could get together to discuss, disseminate and critique and/or study options for improving the success of the ninth grade restructuring initiative.

- In order for a school to be successful in carrying out their goals for restructuring, all personnel should be in place on time.

- Almost all of the administrators interviewed indicated they would like to have a school within-a-school concept. Although some of them indicated they have space problems, they should try to solve them so that all ninth grade students can be scheduled on one floor or a certain part of the building.

- Increase time for planning and developing integrated learning materials that initiate active student centered learning in the classroom.

- A full-time social worker, attendance agent and a counselor would be able to deal with the problems of at-risk students.

- Development of a 'reading resource lab' coordinated by a reading specialist to assist at-risk students and the teachers of at-risk students in improving reading deficiencies.

- Research has shown that constructions strategies (student-centered, and active participation) improved student learning and retention. Inservice should be provided to assist teachers in planning constructive activities because classroom visits reveal that teachers still rely heavily on traditional teacher-centered practices such as lecturing and paper-pencil participation activities.

- Seek ways to involve more parents in the school programs and activities.

- Most educators now recognize that it is imperative for schools to find better ways to increase parental and family involvement in children's education. The results of a study indicated that parental involvement is essential in helping children achieve optimum success in school, both academically and behaviorly. The results suggest that parental involvement should be encouraged in the classroom and at home for a number of reasons, including: (1) parental involvement sends a positive message to children about the importance of their education, (2) parental involvement keeps the parent informed of the child's performance and (3) parental involvement helps the school accomplish more.

- Continue to have block scheduling, team teaching, and continue to provide group and individual counseling with the 10th grade students. Counselors and teachers should collaborate to assure that the services to these students will not be drastically changed.

- Provide students with more opportunities to be actively involved in learning experiences. More effective, alternative discipline strategies need to be employed. Students need to be motivated to attend classes, accept responsibility for their own behavior, and to achieve academic success.

1996-97 NINTH GRADE RESTRUCTURING PROGRAM

BACKGROUND INFORMATION[1]

The Ninth Grade Restructuring Task Force recommended to the Detroit Board of Education that a district-wide restructuring plan be initiated that would have impact on every ninth grade student in the District. The unique characteristics of the age group, the typical difficulties with all transition, and the high failure rate in certain key subjects prompted the recommendation that all members of this target population be exposed to at least one of three recommended restructuring options.

The purpose for this district-wide restructuring effort is to enable the provision of programs, resources and services that more readily meet the unique needs of ninth graders. The anticipated results include a substantially lower school dropout rate for the District's ninth graders and assurance that every student who enters the ninth grade graduates from high school.

The specific Task Force recommendations to the Board were as follows:
The District adopt, by the 1995-96 school year, all of the following options which provide more than one avenue for restructuring the ninth grade:

- **Pilot ninth grade in middle schools**
- **Create new, and embellish existing, ninth grade programs for all students (school-within-a-school, accelerated programs, dropout prevention, theme schools, Tech Prep, etc.)**
- **Establish ninth grade academies for students who are seriously at-risk of dropping out**

Upon accepting the Task Force's recommendations, the Board enjoined each Area to adopt either some or all of the reorganization strategies and to commence immediately with the formulation of implementation plans for restructuring.

The Ninth Grade Restructuring Task Force developed a set of **Guiding Principles** to lend direction to the development of Area plans and assure that they impact all ninth graders. The Task Force recommended all Area plans be developed in the spirit of the Guiding Principles regardless of the chosen option(s). A timeline for the completion of all plans was also determined.

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[1]**Ninth Grade Restructuring Task Force, Spring, 1995**

The Guiding Principles included the following categories that were to be addressed in the Areas' restructuring plans:

- target population
- school environment
- student discipline
- staff and instruction
- curriculum
- parents
- life role expectancy
- technology
- physical and mental health and
- continuance

The Task Force was also sub-divided into **Technical Assistance Teams** that would stand ready throughout the development of the Area restructuring plans to troubleshoot, provide resources and assistance. These teams were as follows:

- funding
- planning program design
- support services
- parental involvement
- awareness and dissemination
- curriculum/technology
- staff development and
- evaluation

The membership of the Technical Assistance Teams was expanded to include other individuals in the organization who could lend additional expertise and information. In particular, the *Funding Team* explored funding options and identified those areas in the recommendations that could be addressed with Section 31a at-risk funds. High schools then utilized their school improvement plans to identify uses for Section 31a funds to address at-risk ninth grade students. Each high school was to receive a Section 31a allocation to help implement part of their ninth grade restructuring plan.

In response to the Board's charge, each Area convened a planning team to undertake the task of developing a ninth grade restructuring plan.

The **target population** was defined by the Task Force to include all ninth graders and/or "students who are fourteen or more years of age who are classified as ninth graders or less."

While the planning logistics varied somewhat from Area to Area, the common charge from the Board, commonly agreed upon process criteria and goals, yielded a set of Area plans that together represent a cohesive, **District-wide Ninth Grade Restructuring Plan**.

Detroit's Ensuing Ninth Grade Restructuring Plan (1995-96)

While three restructuring options were possible, all Areas chose the same option:

- **Create new, and embellish existing, ninth grade programs for all students (school-within-a-school, accelerated programs, dropout prevention, theme schools, Tech. Prep., etc.)**

Formation of Planning Teams

Each Area convened a meeting with representatives from each of its high schools to participate in the planning. Some areas included middle school representation, parents, vocational technical centers and other stakeholders.

Formation of Mission, Vision and Goals

Based on the District's Strategic Plan, each Area developed a mission statement. The mission statements were supported by vision and goal statements that clearly set directions to the components of the plans. All plans contained specific enabling objectives or activities that would be carried out in order to achieve the stated goals.

Identification and Assessment

All plans contained provision for the **identification** of members of the target population who are **most at-risk** of dropping out of school and most in need of intervention programs and activities, particularly before they enter high school.

Identification included eighth grade assessment of students who were to enter Grade 9 in fall, 1996. All plans included the development of **Individual Learning Plans (ILP)** for students based on the results of this assessment.

Restructuring Strategies

All plans detailed specific restructuring strategies for more readily meeting the unique needs of the target population. The plans reflected the review of literature, informed practice and developed knowledge about instructional practices and restructuring models.

Restructuring efforts are to range from creating a distinct school-within-a-school, to facilitating block scheduling, common teacher prep periods and planning time, from distinct dismissal and arrival times, to separate locations, reorganization of course offerings and smaller learning units.

Curriculum is to be augmented to include Tech Prep and School-to-Work components such as job shadowing, hands on, practicums, etc.

All new ninth graders are to be exposed to an intensive orientation prior to entering ninth grade or during the first few weeks of school.

Support Services

The middle school and ninth grade assessment instruments also provide information as to the type of support services necessary to accomplish the missions and goals as defined. All plans contain an array of options and support services ranging from mentors, tutorial programs, and peer support programs, to career counseling, social work services, health services, etc.

Parents

Avenues for the meaningful involvement, support and participation of parents are an intricate part of each plan.

Identification of Staff Requirements

All plans contain reorganization descriptions that address the need to provide the target population with sufficient, well-trained teachers and other support staff. Nearly all high schools added one additional assistant principal whose sole administrative responsibility will be the ninth grade school-within-a-school.

All high schools articulated the need for additional teachers. Some added social workers, counselors, psychiatrists, attendance officers, teacher coordinators, instructional specialists, educational technicians and others.

Staff at all schools participated in professional development and other training as identified by individual planning teams. Most staff training will focus on upgrading the instructional skills of staff. Many plans include training that will equip all involved staff with strategies and information that will enable them to become effective, knowledgeable and caring adults.

Identification of Renovations or Facility Needs

Some plans include the renovation of certain areas of buildings to accommodate the school-within-a-school and smaller learning units. All plans include the provision to infuse technology into the learning process which automatically will require facility renovations and upgrades.

Technology

Many plans include extensive utilization of technology ranging from personal computers for each student to enable distance learning and other computer assisted activities, to technology wings that will facilitate hands on experiences in technology careers as well as daily learning.

All plans include provision for Vocational and Technical Education as well as experiences that will relate education to the real world of work. Such programs as School-to-Work and Tech Prep are integral parts of some plans.

Evaluation and Assessment

All plans use the student achievement criteria articulated in the Strategic Plan. The goals for MAT, attendance, dropout rate, etc., set forth in this document will be a part of all evaluations.

Leadership

All plans are under the leadership of the respective Area Superintendents who are to assure that implementation efforts address the goal to maintain ninth grade students in school until graduation.

Allowable Costs

Costs payable with Section 31a funds are limited to the following:

- salaries and benefits for instructional staff
- salaries and benefits for staff providing direct non-instructional services such as: medical, counseling, social work services
- purchased services, supplies and materials for instructional and direct non-instructional services
- operation, maintenance, and pupil transportation costs for programs provided outside of the regular school day or year; (transportation for field trips is allowable.)

- capital outlay necessary for the provision of instructional and direct non-instructional services such as computers and other non-instructional equipment
- procedures for involving parents in direct instructional and non-instructional activities with their children

The following pages present a review of the literature related to school restructuring at the high school level. After the literature review, an evaluation of the 1996-97 Ninth Grade Restructuring Program based on staff and student perceptions is presented. This report represents just one part of the total project evaluation. Additional reports in this series are available from the Office of Research, Evaluation and Assessment.

LITERATURE REVIEW[2]

A literature review was conducted as part of the 1996-97 Ninth Grade Restructuring Program evaluation. The purpose of the literature review is to identify characteristics of effective dropout prevention programs. The Literature Review appears in the Appendix L.

PURPOSE OF EVALUATION

The emphasis currently being placed on the development of dropout prevention programs for young people and the concomitant installation of such programs in schools, makes it crucial for educators to examine the effects of such programs. Examination must be made of such variables as the time spent on the program, net effects on grade point averages, attendance, test scores, and other in-school academic and non-academic behaviors. As with all programs in the early stages of implementation, process data, such as the perceptions held by the various interest groups of the program, are crucial. Such perceptions often assist in making program adjustments and often provide telling data about the program. Results of this evaluation are to be used by central, area and school staff members for purpose of program planning.

METHODOLOGY

Process Evaluation

The Evaluation of the 1996-97 Ninth Grade Restructuring Program was designed to assess the success of the program as perceived by the principals and the teaching staff. Four surveys were developed containing statements related to the Ninth Grade Restructuring Program. The principals', the Ninth Grade administrators', the teachers' and the students' surveys contained both forced-choice and open-ended questions. The forced-choice questions accompanied by a Likert-type scale upon which the responses were marked. The four surveys were administered by the Office of Research, Evaluation and Assessment.

[2]See Bibliography Sources in Appendix L. ERIC search abstracts were used for some of the data.

Product Evaluation

Data on grade point averages, attendance, credit hours, academic achievement and dropouts were collected for 1994-95, 1995-96, and 1996-97 ninth grade students and 1995-96 and 1996-97 tenth grade students. Data for grade point averages, attendance and credit hours were received from the district's AS400 information system. The educational status of students came from the district's AS400 information system. Data from the administration of the Metropolitan Achievement Tests (Reading and Mathematics) (MAT7, Form S, Level S1, Psychological Corporation, 1993 administered spring 1995, 1996, and 1997) came from the files of the Office of Research, Evaluation and Assessment. The evaluator of the Ninth Grade Restructuring was responsible for collecting and analyzing all product data.

PRESENTATION AND ANALYSIS OF PROCESS DATA

AREA A, PRINCIPALS' PERCEPTIONS OF THE PROGRAM

There were six (6) surveys returned by the principals who were involved in the 1996-97 School Restructuring Program. They rated twelve (12) different statements dealing with the total program. The forced-choice items were accompanied by a Likert-type rating upon which responses were marked. The responses were analyzed for the percent of positive responses. ("Strongly Agree" and "Agree" responses were considered "positive"). There were also nine (9) open-ended questions for which their opinions were solicited.

TABLE 1
PRINCIPALS' SURVEY OF THE 1996-97
NINTH GRADE RESTRUCTURING PROGRAM

	Statements	Number of Responses Total	Number of Responses Positive	Percent of Positive Responses
The Ninth Grade Restructuring Program was successful in:				
a.	raising students' achievement in reading.	6	5	83%
b.	raising students' achievement in mathematics.	6	5	83
c.	raising students' achievement in science.	6	5	83
d.	raising incoming 9th Grade students' awareness of high school requirements.	6	6	100
e.	raising students' awareness of high expectations.	6	6	100
f.	developing self-discipline and responsibility for one's own actions and accomplishments.	6	6	100
g.	developing students' ability to work cooperatively with others.	6	6	100
h.	encouraging parents to be involved in their child's learning.	6	6	100
i.	helping students attend school regularly.	6	6	100
j.	helping students develop worthwhile priorities.	6	6	100
k.	developing students' ability to work independently.	6	6	100
l.	preventing students from dropping out of school.	9	6	100

One hundred percent (100%) of the principals responded "Strongly Agree" or "Agree" to nine (9) of the statements.

Eighty-three percent (83%) of the principals responded "Strongly Agree" or "Agree" to three (3) of the statements.

Mean average of the statements "Agreed" or "Strongly Agreed" is ninety-six percent (96%).

Open-Ended Questions

The principals were asked, *how did you prepare your staff for the Ninth Grade Restructuring Program?* They responded as follows:

"Each staff member was an expert in the area in which he assisted students. The academic teachers met at the onset of the program to discuss strategies to provide the optimal amount of tutorial assistance, while providing an educational environment which met the students needs in the area in which the teacher met with them. The instructors for the study skills and test strategies met on an on-going basis to provide a consistency in the topics and content which were covered in that portion on the program."

"Orientation, in-service and professional development sessions; followed by monitoring, modeling and mentoring strategies."

"Teachers are prepared through regular school improvement staff meetings."

"Staff was first informed of the Ninth Grade Restructuring Program at a staff meeting. During a summer workshop, the staff brainstormed ideas to best implement this program, also during this period schedules were developed and teacher teams were organized. The entire staff participated in planning the program."

"I prepared my staff for the Ninth Grade Restructuring Program utilizing the information listed: ninth grade research was shared with the staff related to the ninth grade drop out rate, meetings were held with the staff in order to design a program to meet the needs of our students, and I also shared ideas from other Area A Ninth Grade Restructuring Programs basically from the high school programs."

"Provide agenda placement at staff meetings for 9th grade restructuring concerns."

In the next question the principals were asked, *what teaching strategies would you find in Ninth Grade classrooms in your school?* They responded as follows:

"All instruction was student centered and as individualized as possible. Students were taught from a framework of Maslow in meeting needs and providing a secure, safe, and nurturing place of study to the utilization of E.E.E.I. in learning new strategies in which students could learn. Instructors utilized cooperative learning in mathematics and study skills to assist students to use each other's strengths to build from. Technology is utilized in the science classrooms to assist students with learning difficult science concepts."

"Active learning, lecture and discussion, individual and group projects, writing and reading strategies across the curriculum."

"You will find cooperative learning, projects, direct instruction, use of technology - computers, overhead projectors, videos, etc."

- block scheduling
- parent participation
- peer mentoring
- team teaching
- individualized instruction
- individualized and group counseling
- students as teachers

"As a result of the Ninth Grade Restructuring Program, all of our ninth grade students are on a block schedule. English is paired with social studies, mathematics is paired with science. Each teacher collaborates with each other."

"Most of the teaching strategies are directed toward student center instruction. However, many ninth grade teachers, from my observation, used direct instruction, cooperative participation, integration of technology, scientific inquiry and problem/solving decision/ making approaches to learning."

"More traditional teaching styles by most teachers and some innovative methodologies by newer teachers."

Principals were asked, *did any organizational change(s) occur in your school as a result of the Ninth Grade Restructuring Program?* Their responses follow:

"In the science and arts curriculum, students were scheduled to have the same teachers and schedules in mathematics, science, English, and social studies. We utilized block scheduling in the science area wherever possible."

"Independent study programs and restructuring math class. Seven classes for all ninth graders. Use of science technician, math technical and language arts instructional specialist provide support for staff and students."

"The 1996-97 Grade 9 students will continue to have block scheduling, team teaching and will also receive group and individual counseling in the tenth grade. Counselors and teachers will collaborate to assure that the service to these students will not be drastically changed."
"Staffing and facilities were prohibitive for organizational changes."

"Commerce is a new school. Restructuring components were built into the design such as block scheduling."

"As a result of the Ninth Grade Restructuring Program, in terms of any organizational change, we implemented team teaching on a small scale."

The principals were asked, ***are you going to do anything different for the 1996-97 Grade 9 students when they are in the 10th grade in 1997-98?*** **Their responses follow:**

"We will continue to keep the students in the science and arts curriculum. During and after school, tutorial opportunities will continue to be offered to students in need of additional assistance."

"They will be organized with a 10th grade sponsor, elected officers and an executive board to plan and implement programs which will keep them motivated to succeed. They will also be included in motivational assemblies and incentive programs."

"We plan to continue components such as group guidance and field trips."

"The 1996-97 Grade 9 students will continue to have block scheduling, team teaching and will also receive group and individual counseling in the tenth grade. Counselors and teachers will collaborate to assure that the service to these students will not be drastically changed."

"Miller is a 6-9th grade middle school. All of our ninth graders leave and continue their 10th grade instruction in a variety of high schools. It is very difficult to continue our program when those students are in another school. We hope the high school principals will continue servicing the students utilizing their Restructuring Program."

"Encourage summer school attendance for assuring accurate grade level placement."

Principals were asked, *what, if any, are your major concerns about the delivery of instruction by your teachers of Grade 9 students?* Their responses follow:

"Being sensitive to the needs of students who are making the transition from middle to high school. Being able to provide a wide variety of instructional approaches which meet the academic needs of ninth grade students."

"Greater use of student-centered measures and the available technology (software)."

"We will continue to explore varied instructional techniques to provide variety to the block instructional time."

"More active learning activities are needed; establish hold discipline procedures to be reinforced for more effective classroom management; and learning activities and assessment strategies must be aligned with students' needs."

"My major concern about the delivery of instruction by teachers of Grade 9 students is the tremendous cutbacks that are being experienced by the entire Detroit Public Schools. These cutbacks affect all programs in the schools."

"The major concern I have regarding the delivery of instruction for the Grade 9 students would be for the teachers to change their teaching styles to meet the needs of the students at-risk."

The principals were asked, *what are the reactions of the following stakeholders about the Ninth Grade Restructuring Program?* They responded as follows:

a. students:

"Most are actively involved and supportive of the program."

Students have been very positive about the program. **(4)**

"Students enjoy the close relationships that they have developed with their peers, their teachers, and their counselor. They have experienced a very successful year."

b. teachers:

Teachers have been very positive about the program. **(4)**

*The number in parenthesis indicates the number of respondents having similar responses.

"Most are actively involved and supportive of the program."

"Teachers are excited about new and innovative teaching ideas. They favor block scheduling and team teaching."

c. parents:

"Most are actively involved and supportive of the program."

Parents have been very positive about the program. **(4)**

"The parents enjoy the involvement in their children's education as was provided by the Ninth Grade Restructuring Program. They have participated in numerous ways: such as, volunteering, organizing parent rallies, and contacts with other parents."

In the next question, the principals were asked, *what changes would improve the implementation of the Ninth Grade Restructuring Program?* They responded as follows:

"Providing academic opportunities in subject areas other than English, science, and mathematics. This would assist the student with a variety of learning styles to benefit from several different teaching styles."

"Smaller class size via additional personnel and resources and less paperwork and minimal procedures involved in accessing finances that are targeted for this program."

"Funding to provide personnel. Commerce has no additional staffing."

"Changes that would improve the implementation of the Ninth Grade Restructuring Program include: identification of students in serious need before leaving the eighth grade, more parental involvement, and more individualized attention for students."

"The changes listed would, in my opinion, improve the Ninth Grade Restructuring Program at Miller Middle School: 1) provide an additional administrator for the program, and provide an additional counselor for the ninth graders."

"More workshop/in-service for staff, use of technology, and delivery of instruction."

Principals were asked, ***for you, what have been the major challenges of the Ninth Grade Restructuring Program?*** **Their responses follow:**

"Providing a meaningful academic strengthening experience for all of our ninth graders. Assisting students to learn self-discipline necessary in their high school transition from middle school."

"Convincing others that our needs for resources and time to effectively implement the program are crucial to its success."

"Providing tutorial service in the area of math has been a major challenge."

"The major challenges of the Ninth Grade Restructuring Program is the alignment of staff and students to achieve maximum use of staff and the available facility. Another challenge was to get parents to participate at a level that is expected for student success."

"The major challenges of the Ninth Grade Restructuring Program is being able to effectively implement the program with a lack of resources, personnel and time."

"Beginning of semester staffing difficulties."

Finally, the principals were asked, ***what, if any, have been the challenges with the parental component of the Ninth Grade Restructuring Program?*** **They responded as follows:**

"Parents have been extremely supportive of our efforts to provide academic and study skill components of the Ninth Grade Restructuring Program. Parents were encouraged during Cass Association (LSCO) meetings to be aware of the program and allow for their children to participate in an effort to improve their academic performance."

"Many parents are unable to participate in the planning phase of most programs due to other commitments. They do support this program and do volunteer to help with many different aspects of the program."

"Increasing number of involved parents continue to be our goal."

"One challenge of the parental component was to maximize the number of parents who actively participated in the planned activities. Tremendous success was experienced by parents who were involved. We must continue to develop strategies to encourage parents to be a stakeholder in the education of their children."

"The major challenges with the parental component of the Ninth Grade Restructuring Program is trying to increase parent participation on a consistent basis."

"Parental involvement/attendance lower than expected at parent - teacher conferences, PTSA meetings, volunteers, etc."

AREA A, TEACHERS' PERCEPTIONS OF THE PROGRAM

There were fifty-eight (58) surveys returned by the teachers who taught in the 1996-97 Ninth Grade Restructuring Program. They rated nineteen (19) different statements dealing with the total program. The forced-choice items were accompanied by a Likert-type rating upon which responses were marked. The responses were analyzed for the percent of positive responses. ("Strongly Agree" and "Agree" responses were considered "positive"). There were also seven (7) open-ended questions for which their opinions were solicited.

TABLE 2
TEACHERS' PERCEPTIONS
OF THE
1996-97 NINTH GRADE RESTRUCTURING PROGRAM

Statements	Number of Responses Total	Number of Responses Positive	Percent of Positive Responses
1. I received sufficient information about the Ninth Grade Restructuring Program.	58	55	95%
2. Teachers in this school seem to feel that they received sufficient information for the implementation of the Ninth Grade Restructuring Program.	57	50	88
3. The Ninth Grade Restructuring Program was successful in:			
a. raising students' achievement in reading.	56	48	86
b. raising students' achievement in mathematics.	53	48	91
c. raising students' achievement in science.	53	47	89
d. raising students' awareness of high school requirements.	57	55	96
e. raising students' awareness of high school expectations.	58	54	93
f. developing students' ability to work independently.	55	50	91
g. developing students' ability to work cooperatively with others.	56	53	95

TABLE 2 (Cont'd)
TEACHERS' PERCEPTIONS
OF THE
1996-97 NINTH GRADE RESTRUCTURING PROGRAM

	Statements	Number of Responses Total	Positive	Percent of Positive Responses
	h. developing self-discipline and responsibility for one's own actions and accomplishments.	57	46	81%
	i. encouraging parents to be involved in their child's learning.	57	44	77
	j. helping students develop worth-while priorities.	57	50	88
	k. helping students to attend school regularly.	57	46	81
	l. preventing students from dropping out of school.	58	50	86
4.	I feel that Ninth Grade Restructuring Program will result in improved achievement.	58	57	98
5.	Teachers feel that Ninth Grade Restructuring Program will result in improved achievement.	58	56	97
6.	I am supportive of the Ninth Grade Restructuring Program.	58	55	95
7.	Teachers in the building seem to be supportive of the Ninth Grade Restructuring Program.	58	55	95
8.	Parents received sufficient advance notification about the Ninth Grade Restructuring Program.	57	53	93

Ninety-one to ninety-eight percent (91% to 98%) of the teachers "Agreed" or "Strongly Agreed" to eleven (11) of the statements.

Seventy-seven to eighty-eight percent (77% to 88%) of the teachers "Agreed" or "Strongly Agreed" to the other eight (8) of the statements.

The mean average of all students "Strongly Agreed" or "Agreed" is ninety percent (90%).

Open-Ended Questions

The teachers were asked, *what teaching strategies would I find in Ninth Grade classrooms in your school?* They responded as follows:

"Student centered instruction and cooperative learning are important teaching strategies found in ninth grade classrooms."

"Cooperative learning, individual learning, lecture, discussions, student presentations, etc."

"If you were to visit 316, I would have to say, that you would see laboratory exercises cooperative learning and a lot of lecture and discussion periods. I find that dialoging with the students helps their communication skills."

- cooperative learning
- assertive discipline
- student centered instruction
- daily journal writing
- oral presentations
- cooperative work groups
- student as teacher

"You will find student centered instructions and cooperative learning where all the students have an opportunity to be the best they can be."

"You would find discovery based instruction with also cooperative learning."

"You would find cooperative learning techniques, authentic method of instruction such as research projects on themselves."

"Cooperative learning and using computers to teach English."

"Creative/authentic method of instruction, and cooperative learning."

"Cooperative learning - reading and math higher level students tutor (assist) low achievers - very helpful - helps to increase self-esteem of all students."

"Cooperative learning, authentic method, instruction, oral reports and oral groups were teaching strategies that I used with my ninth graders."

"Cooperative learning, peer tutoring and peer mentoring, after-school programs, i.e., Junior Achievement, and youth education sponsor programs have been implemented along with use of the computer lab."

"In the ninth grade classrooms there is peer mentoring, after school programs, a computer lab and youth education sponsor programs."

"You would find a combination. Though some teachers stress different strategies, most teachers use a combination of these strategies throughout the semester."

"Computer lab programs, mentoring, tutoring, after school programs and youth education sponsor programs."

"Cooperative learning, learning gives positive feedback openly to other students."

"Groups being held accountable for all group members learning. Use of manipulatives. Students collaborating on projects. Integration of mathematics with science, language, music and other topics and areas."

"In a ninth grade classroom in English, you would find an atmosphere of collaborative and cooperative learning."

"Cooperative learning, student involvement and incorporation of technology."

"Cooperative learning is a method I used to develop a student's ability to work with others."

"Yes, you would find cooperative learning and student center instruction in the classrooms."

"The seating is arranged to encourage cooperative learning. Also, manipulatives are used when appropriate."

"Cooperative learning and student center instruction."

"Cooperative learning and hands-on-activities."

"Use of manipulatives and hands-on activities in a mathematics classroom. All students are included in the daily lesson and a variety of teaching strategies we employed."
"Cooperative learning groups, student centered instruction."

Cooperative learning. (27)

"Cooperative learning, teamwork, and performance based objectives."

*The number in parenthesis indicates the number of respondents having similar responses.

"The concern of art education is for the art student's individual growth in developmental of stages through art experiences. The experience is more valuable than the work produced."

"The ninth grade classes generally can be found having assignments that are cooperative and the teachers are incorporating authentic methods of evaluation."

"Cooperative learning, one-on-one peer tutoring, authentic method of instruction, and student centered instruction."

"Some of the teaching strategies which can be found in my test strategies classroom are cooperative/collaborative learning, reading comprehension activities, oral discussion, shared and silent reading, reflective thinking skills, critical thinking skills activities, process writing, sequencing and story mapping."

"Cooperative learning students working together to learn how to identify main objectives and cause and effect situations. Independent student center instruction for learning how to use research sources."

"Cooperative learning, in our school, involves the use of heterogeneous groups of three or four students with mixed abilities, gender, and ethnicity, who support each other rather than compete for the common goal; improved academic achievement."

"In my ninth grade classrooms cooperative learning was used often. Students shared their expertise and learning approaches with each other."

"Cooperative learning is used often. Students work in small groups and assist one another."

In the next question the teachers were asked, *did any organizational change(s) occur in your school as a result of the Ninth Grade Restructuring Program?* They responded as follows:

"Flexible scheduling has been an organizational change in our school as a result of the Ninth Grade Restructuring Program."

"I am a new teacher at this school and I am sure some organizational changes took place but I don't know of any specifically."

"Ninth grade principal and counselor."

"Team teaching occurred many times with math and science. We would get together describing what each did. This would be beneficial in showing applications."

"Students in grade 9 had to keep first hour open during first semester so that they could attend the Bridge program for one month."

"No, not really because we are not adequately informed about the program. They really do not know the goals and strategies of the program."

"Team teaching and block scheduling."

"Flexible scheduling was put in place so that preparation periods could accommodate more than one teacher for parent - teacher conferences."

"The main organizational changes that occurred as a result of the Ninth Grade Restructuring Program were the schedules of the students had to be altered so the students could take my class."

"A new math class has been offered for ninth grade students: Restructured math, which uses an integrated approach in meeting students' needs."

"I am not sure, but I believe the block scheduling was tried."

"Ninth graders were tested to determine math ability. Next year I believe block scheduling will be tried."

There were no organizational changes. (11)

"The Youth Education Sponsor Team in our school was very helpful in supporting discipline problems and positive counseling."

"Yes. Some block and flexible scheduling, although the amount was limited because many of the ninth grade teachers also teach other grades whose schedules would be too difficult to rearrange."

"Organizational changes included flexible scheduling."

"Block schedule and team teaching."

"Block scheduling, elimination of "D's", redoing work until completed satisfactorily, dress code, high expectations. While all of these are not necessarily organizational in nature, they are all fundamental to our program."

"None that I am aware of, with the exception of ninth grade assemblies. I believe the block scheduling should be divided into two sessions for ninth grade in English; one instructional and one workshop type."

"We do have block scheduling. There are also grade-level assemblies, which are used to not only celebrate the 'achievers,' but to guide and encourage the others."

"Student centered instruction."

"Team teaching - 9th grade students are scheduled for two hour blocks. In my case, they received both math and science during the block with the aid of team teaching from a mathematics and science teacher."

"We have had block scheduling. The team teaching that was so effective went down the drain."

"Team teaching while the advance student finish his/her required portfolio, then they join the team to teach other students."

Teachers were asked, ***what, if any, are your major concerns about the delivery of instruction to your Grade 9 students?*** **Their responses follow:**

"My major concern about the delivery of instruction to our 9th grade students is developing student self-discipline."

"Some students do not like to read which leads to lack of basic knowledge; which in turn leads to lack of higher level of thinking."

"I think that extra monies should be made available for the restructuring classes. The ninth graders have short attention spans and there needs to be some innervations in the classroom (and the materials used in the classroom) in order to keep them interested."

"Continuity! The students were all either missing a regular teacher for 10 weeks, or were switched to another teacher after 10 weeks."

"The lack of attendance by students poses certain problems: continuity of lesson, prolonged lessons and interest level of students."

"It would be interesting to see the impact of more student centered instruction."

"None, in my classes, I encourage cooperative learning and I have student supervisors that help other students out or a regular basis."

"They need to be taught thinking skills."

"Students need more structured learning in and out of school. Although authentic learning strategies, they still need structured learning to write well."

"One major concern of mine about my delivery of instruction is that I cannot reach students that are absent. Students that arrive to class tardy, without supplies need to be properly disciplined."

"That the program stays consistent and that more staff members stay committed."

"Some students fail to receive full instructions due to poor attendance, therefore, low grades will result."

"My major concern is the delivery of instruction for my ninth grade students, they should be able to select more electives."

"Scheduling does not allow for individuality. The students are not able to select their own classes."

"My major concern about the delivery of instruction for my ninth grade students was that students were unable to select their electives."

"Classroom management and student focus during cooperative learning. There are some exceptional students that can be very disruptive."

"One of my major concern is that the students are not allowed to select their own classes as other ninth grade students who are housed in high schools. So when they go to high school they have no knowledge of how to do their schedules."

"My concern is about materials and equipment to help deliver instruction. There is not enough."

"Too much classroom disturbance due to discipline problems."

"Ninth grade students appear to do better if their instruction or lesson is consistent, constant and structured."

"Need for improved facilities and more equipment."

"Making transitions (smoothly) form one activity to another. Keeping them focused."

"I believe we need smaller class sizes in English - not more than 20-25 students. I could then implement more instructional time with individual students especially in reading and writing."

"I would like to see smaller class size for the ninth grade classes. I feel having the smaller class size would give the instructor a greater advantage."

"The major concern is that often they're coming to high school without the necessary academic foundation - the middle schools are lacking - or so it seems."

"Keeping students on task and interested in the lessons."

"We are not connecting with enough ninth graders."

"Ninth grade students do not have a good math or science background when they enter high school."

"Keeping students interested in school and keeping instruction alive."

"My only concern related to scheduling, placing too many in one class."

"I like my classes to have a mix of all grades. Having upper-classmen with ninth graders seems to neutralize immature behavior."

"Discipline. If a student is not disciplined, it is hard to teach him/her."

"The major concern about delivery of instruction to ninth grade students seems to be independent learning. More emphasis should be on cooperative and critical thinking."

"Need more flexibility in computer usage."

"My major concern about the delivery of instruction to my ninth grade students is the fact that most of them have a negative attitude toward the class because the material is remedial in nature. Students often complain about the classwork assignments because by the time they arrive in test strategies, they have already had a math, science or English class and they feel they are doing double work. Keeping students motivated and getting them to do work has resulted in my having to bribe them with treats on a weekly or bi-weekly basis."

"Ways in which to improve critical thinking skills while working independently or as a group."

"The lack of basic math and communication skills of students coming from middle schools to our school."

"Major concerns with ninth graders is basically that students appear to be unprepared or very poorly prepared."

"Ninth graders are very difficult to teach. They have very poor self-control and very weak basic skills. The fact that all math classes below algebra have been removed from the ninth grade curriculum is ludicrous. Most incoming ninth graders test three years below grade level ability. They can't even perform 7th grade skills - let alone some basic algebra. I think that the people who make these decisions should see these ninth graders in action! Unless an exit test is developed for eighth graders, expecting skill mastery of ninth graders is a fantasy. Restructuring must begin at the middle school level."

The teachers were asked, ***what are the reactions of the following stakeholders about the Ninth Grade Restructuring Program?*** **Their responses follow:**

a. students:

"Most of the students I spoke with knew nothing about the Ninth Grade Restructuring Program."

"Excited and have a feeling that somebody cares about their welfare."

"Becoming more positive."

"Only the first group had good attendance."

"They don't know what the program is about."

"They like the program."

"The students appear to identify with the feelings of staff. The restructuring program has been presented positively."

They had a very positive attitude to the Ninth Grade Restructuring Program. They felt very relaxed with the staff and their peers. (2)

"Positive - reduced absenteeism improved behavior and academics."

"Most students seemed positive."

"Students liked the idea of being able to stay with their classmates/friends for another year before being split up."

"Students benefited greatly from this program."

"I believe students need to be asked about what they think their needs are, as they enter HSCBA."

Receptive to the program. (6)

"Positive reaction, involved academic growth."

"Students liked the idea of being able to stay with their classmates/friends for another year before being split up."

"Students transition from middle school to high school has been smooth. Students are adjusting to expectations for high school."

"Students seemed comfortable at school."

"Students are adjusting to the new environment, different conditions and requirements."

b. teachers:

"There has been a positive reaction of the stakeholders about the Ninth Grade Restructuring Program."

"I am very happy that the program is in place. Hopefully the results of the program will be seen with the class of 2000."

"Anxious to help keep students in school."

"Teachers feel it should be better organized and more structured."

"The teachers support the program, but they are not really conscious of it."

"I feel that the Ninth Grade Restructuring Program is a 'great' idea. The program helps students to feel 'special'."

"Good reactions - students' grades improved and my second hour had 11 honor students (all ninth graders and proud of their accomplishments)."

"Ninth grade teachers were receptive."

"The program was a new way of teaching which helped me bring in new ideas."
"Accomplished more because students attended regularly."

"I like being able to prepare them for high school. Whereas they helpfully are now independent thinkers, motivated to do their best."

"Find the Restructuring Program appealing."

"Positive reaction, employing a variety of teaching strategies."

Most teachers seemed positive. (17)

"I liked the idea that we have the ninth graders to work with and teach one more year to instill the educational values and moral values they so much need before going on their own to high school."

"Teachers experiences the effectiveness of the program daily."

"Teachers need to spend 'prime' time with some students at-risk like a special class."

"The only teachers familiar with the term were ninth grade teachers."

"Have clear-cut objectives. Projects should be graded on criteria with students prior to beginning work."

"Teachers are sensitive to the academic and social adjustment of the students. They basically cater to those needs while incorporating independent activity."

"We try to encourage the students to care."

"I believe the class is valuable and the skills taught in the Ninth Grade Restructuring Program are crucial if students are to score successfully on the HSPT and MAT."

"Teachers are working as a team, connecting the district subjects in order to prepare students for tomorrow's jobs."

"The ninth graders need to be saved fore the ninth grade. Middle schools need to start teaching something!"

c. parents:

"Pleased this program is helping their young children."

"Some of them are supportive and some are not."

"They appreciate the fact that there is a special vice principal they can go to about their 9th graders."

"I think that parents have a positive outlook about this program."

"Good reactions - parents see their children taking more responsibility."

"The Parents liked the middle school setting because some ninth grade students are not always prepared for high school."

"Most parents prefer a middle school setting for their child. They feel it safer."

"Find the Restructuring Program appealing."

"Very supportive and appreciative."

"Parents liked the idea that their child was able to stay in a middle school environment one more year before being exposed to the high school environment."

"Parents were supportive and interested in the progress of their children."

"The parents of most of my students do not understand why this program was added."

"Parents have started to understand the importance of the program."

"They don't know how to help their children develop into responsible adults."

d. administrators:

"Knowledgeable of program."

"They are helpful and doing their best to see that our 9th graders stay in school."

"Administrators feel positive about the program."

"Administrators think it should be better organized and more structured."

"Administrators are very supportive."

"The administrator have a positive aspect of this program. They put forth a sincere effort to help ninth graders adjust to high school."

"Good reactions - the grade point averages of the school improved."

"The administrators remain flexible and try to have a positive attitude regarding Restructuring Program at Miller Middle School."

"The administrators were very helpful in helping make the program a success."

"The addition of ninth graders increases staff which is a plus for the building, other staff and students."

"The administrators get to keep the number of staff (personal) needed to run their schools efficiently."

"Both positive and cooperative."

"Due to the high population of students we are able to have more staff employees."

"Administrators were supportive and monitored the success of the program."

"Administrators need more funding for special programs."

"Encourage teachers, parents, and students."

"The principal of the ninth grade program works exceptionally hard to implement/monitor and assist with every facet of the program."

"The administrators have been supportive of the Ninth Grade Restructuring Program and have tried to encourage student and parent participation."

"Administrators addressed the program with a class-by-class orientation session."

"Administrators have been providing the needed support in implementing the program."

"Too much paperwork and not enough time to spend with students."

Teachers were asked, *what changes would improve the implementation of the Ninth Grade Restructuring Program?* Their responses follow:

"Developing student self-discipline is an excellent change that would improve the implementation of the Ninth Grade Restructuring Program."

"Students, parents and staff can be made more aware of the program: its objectives and goals etc."

- block scheduling
- small classes (10-15 students)
- involved staff
- after-school tutoring only for 9th grade students.

"A meeting among ninth grade teachers to discuss the goals of the program."

"A creation of an 'in-school' suspension. This would keep the students in a secluded area, free from the social problems that probably caused the suspension in the first place."

"A joint effort between teachers, students and parents; common goals; and intense accountability."

"I would like to see more parental involvement in this program."

"Organize a more elaborate orientation program to welcome them, and tell them why they are here, and where they need to go if they need help."

"Have one person take attendance every day (counselors will reward good attendance and call parents regarding poor attendance), and put a form note with someone's signature in the presenter's box the night before."

"Allow ninth grade teachers to meet once a month to concur on ninth grade curriculum, special needs, etc."

"More participation and support from parents, teachers, and the corporate world."

"Include entire staff (teachers of the 6th, 7th, and 8th grades). These teachers should have more involvement with 9th grade students other than hall duty. Ninth grade students should know all staff members to improve behavior and future academic achievement."

"Staff would like more workshops to help them improve their lesson plans."

"Flexible schedule and individual scheduling of classes."

"Improvements would include flexible scheduling, student selections of classes, and more class offerings."

"Need more flexible scheduling."

"To lower class size for the ninth graders. To work into their daily school schedule some time to discuss concerns of the day, etc."

"More parent involvement, student/parent workshops, and administration/teacher workshops."

"More shared information between parents, teachers and students."

"Flexible scheduling with more classes to offer the students. Students being able to select their own classes."

"A better supply of substitute teachers so we wouldn't be giving up our preparation time so often. Preparation time to work with other teachers is so important and their are not always enough teachers to cover all classes."

"Perhaps more outside or creative activities could enhance the program."

"Smaller class size, elective classes, a reading, writing recourse center like a reading writing lab."

"Begin conflict resolution instruction to students. Create a conflict resolution board."

"I'd like to see early intervention for attendance problems. Skipping needs to be caught early."

"The principal of the ninth grade program does an excellent job being creative. I am impressed with programs that have been implemented. I would like to see a strong mentor program implemented."

"The Ninth Grade Restructuring Program could be improved if students were informed of the objectives and outcomes of the program at the beginning of the semester. Students and parents could attend an assembly where each teacher would explain the goals and

objectives of his or her course. There could also be a wider variety of materials which could be used in class."

"A ninth grade counselor/mediation to regularly check in on needed problems experienced by ninth graders. Upper class mentors or room sponsors - NHS students (as a service project could undertake this)."

"Restructuring before the ninth grade."

"Increasing the role of technology in the teaching and learning process. Inviting parents to participate in class activities."

The teachers were asked, *for you, what have been the major challenges of the Ninth Grade Restructuring Program?* They responded as follows:

"For me, the major challenge of the Ninth Grade Restructuring Program has been raising student awareness of high expectations."

"Truancy, tardiness; late or no work at all."

"Well being at Western has been a major change but I think that in order to be successful this year I had to work a little harder at keeping and retaining the attention of the students."

"Attendance has been the major challenge. Ninety percent of 9th grade failures had more than 20 absences."

"Attendance of students, lack of support services, and funding for materials and field trips."

"Teaching the bilingual students who do not speak English. My students supervisors are very helpful in this aspect."

"To change some students' attitudes about this program and their attitude towards mathematics."

"Students may feel early on that we don't mean what we say when speakers don't show up and poor attendance is tolerated."

"Parental involvement and reaching students who do not attend class regularly."

"Fighting, implement more conflict resolution programs, and repeat offenders should be administratively transferred to Rogers Academy."

"To improve grade point averages, to establish a sense of purpose in students, and to develop future professionals and competitive citizens for society."

"Students have difficulty adapting to schedule changes/course changes and behavior problems."

"High enrollment restricts movement of student, and teachers do not share a common prep period."

"This past school year our numbers in terms of students has been extremely high. Teachers not having a common preparation period has also been a real challenge."

"Trying to keep the students motivated during the 95 minute block."

"The materials and manipulatives that have been provided from the central office math department. (Even though we haven't received our calculators - scientific or graphing.)

"Structuring/organizing focused or targeted activities expressly for restructuring purposes."

"Structuring the time involved to participate in the Ninth Grade Restructuring Program."

"Disruption of some exceptional students. Classroom size not always conducive to some learning strategies and more parental involvement."

"High number of students, large class sizes and teachers not having a common pre period to be able to have cluster meetings."

"Getting students to attend class regularly."

"Helping students work effectively in small groups has been a challenge."

"Convincing students that algebra is something they need to study. (I guess that goes with or without restructuring.)"

"To instruct a class of over 30 students for 100 minutes in a contained one-room is quite challenging."

"The quality of ninth grade students."

"Setting up special speakers such as drug awareness."

"Getting students to adjust in their transition from middle school to high school."

"Getting parents involved in their children's education."

"Getting parents involved with my students 'independent' learning skills and lessons."

"Ninth graders are very energetic and require much motivation to stimulate interest."

"Trying to impress upon students the need for regular attendance and independent study of topics, related materials, monies, TV, special etc. Most 'left the subject in the room' upon leaving for the day."

"My major challenges have been the fact that most students have had extremely irregular attendance and have missed several of the lessons. Also, I think it would be a good idea if students had their own workbooks which could be kept in class. Most students throw their papers away when I return them and this makes it hard when I want them to refer to a previous lesson. I have limited space to keep their work within the classroom."

"Trying to teach ninth graders with no basic skills and no self-control."

"Improve new students' study habits and discipline concepts. Dealing with the great variety of math background of my new students."

Finally, the teachers were asked, *what, if any, have been the challenges with the parental component of the Ninth Grade Restructuring Program?* They responded as follows:

"There have not been any challenges with the parental component of the Ninth Grade Restructuring Program."

"Unable to get in touch with parents due to no-phone service or continuous mobility."

"I have had little or no support from parents. The parents that I usually see are the parents of 'A' students and the parents that I really need to see, I never see them.

"I would really have to have the parental support of the parents in order to ensure the students' success. Of course when the students succeed, the parents and the teachers' succeed as a team."

"None! The parents have been very cooperative in making sure that their children get to school on time and complete their work."

"Parents definitely need to be more involved in their young adult's education."

"Not enough parental support ant the parent teacher conferences and at the readmitting conferences."

"More parental visits and participation in the students' programs."

"It is difficult to involve parents. They rely on teachers and administrators to implement the entire program."

Parent participation could be greater and helpful. (7)

"There is a great need for more parental involvement in attendance of students' activities."

"Because parents are supportive of the Ninth Grade Restructuring Program, they appear to be content and only really participate at regularly scheduled events such as parent-teacher conferences and open house. Wish parent involvement would be greater."

"Parents not supportive in the learning process or the classroom management needed to use proper strategies. Lack of involvement in the home projects."

"Parental participation in school programs could be much greater involved in parent-teacher conferences, open house and interest in their individual child's needs, concerns and behaviors while in the school setting."

"Lack of reinforcement in families were the child is being raised by grade parents or older siblings, etc. Lack of transportation for parents/guardians. Other social problems which result in bad relationships between children and their parents/guardians."

"More parental involvement is needed from parents whose child is unproductive and disinterested."

"Parents of the ninth graders are eager, in a general sense, to see that students learn with individual attention they need at times."

"Very few parents are actively involved."

"With my ninth graders, I was unable to get the kind of parental involvement that I would have liked."

"Getting parents to participate in their child's education."

"Overall, parents are supportive of their children and teachers. Parent-teacher conferences reveal the number of concerned parents. Parents are cooperative when called upon."

"The parents of most of my students have been supportive. There have been some parents who do not know why the class is important. Parents have been invited to attend Parent Teacher Conferences but attendance has been poor. I think the parents and students need to be made aware of the nature of the program if students and the program are to be successful."

"Parental involvement in the education and conduct of our students have been poor. Parents do not respond promptly and properly to teachers' observations of different problems existing in the educational process of their children."

AREA A, STUDENTS' PERCEPTIONS OF THE PROGRAM

There were one hundred sixty-four (164) surveys returned by the students who were enrolled in the 1996-97 Ninth Grade Restructuring Program. They rated twenty (20) different statements dealing with the total program. The forced-choice items were accompanied by a Likert-type rating upon which responses were marked. The responses were analyzed for the percent of positive responses. ("Strongly Agree" and "Agree" responses were considered "positive"). There were also two (2) open-ended questions for which their responses were solicited.

TABLE 3
STUDENTS' PERCEPTIONS OF THE 1996-97 NINTH GRADE RESTRUCTURING PROGRAM

	Statements	Number of Responses Total	Number of Responses Positive	Percent of Positive Responses
1.	The Ninth Grade Restructuring Program has helped my classmates to:			
a.	get along with other students.	164	143	87%
b.	get along better with adults.	163	140	86
c.	feel better about themselves.	164	147	90
d.	feel better about school.	162	143	89
e.	improve their attitudes toward learning.	160	146	91
f.	develop better self-discipline.	163	144	88
g.	improve their work habits.	160	153	96
h.	improve their reading skills.	164	123	77
i.	improve their math skills.	164	139	85
j.	improve their science skills.	164	127	77
k.	attend school regularly.	163	119	73
l.	improve their ability to work cooperatively with others.	163	144	88
m.	to complete assigned tasks.	162	148	91
n.	to raise their awareness of high school requirements.	160	152	95

TABLE 3 (CONT'D)

STUDENTS' PERCEPTIONS OF THE 1996-97 NINTH GRADE RESTRUCTURING PROGRAM

	Statements	Number of Responses Total	Number of Responses Positive	Percent of Positive Responses
2.	I am satisfied with the services I have received from the program.	164	143	87%
3.	The teachers of this program appeared to be sincerely concerned about me.	164	140	85
4.	I was given homework daily in most of my classes.	164	124	76
5.	I received help from my teachers when I was having problems with my class work.	163	140	85
6.	The services offered by the counselor have been very helpful.	164	144	88
7.	The administrators of this program appeared to be sincerely concerned about me.	164	141	86

Eighty-five to ninety-six percent (85% to 96%) of the students "Agreed" or "Strongly Agreed" to sixteen (16) of the statements.

Seventy-three to seventy-seven (73% to 77%) of the students "Agreed" or "Strongly Agreed" to the other four (4) statements.

The mean average of the statements "Agreed" or "Strongly Agreed" is eighty-six percent (86%).

Open-Ended Questions

In the first question, the students were asked to indicate what they liked best about the program. **They responded as follows:**

"The only thing I like about this program is how we express our feelings and learn how to find out what I need to get in June."

"It gave us another chance. They tried to help us before writing us off. They made us feel like we could do anything."

"The fact that they care so much and help push us to do more in class."

"The teachers, the kids, and the warmth that I felt from the other teachers and staff."

"I wasn't in the program very long but I could tell that the teachers and administrators cared about our success at our school."

"I enjoyed the setting and the people. I liked coming to school at 8:30 a.m., and I also enjoyed going to my social studies and English classes because of the support they gave me."

"The program was helpful to me to maintain study habits, test taking skills, and confidence."

"I was able to learn how to study and how to bring my grades up. I had a lot of good tips to guide me. It was very informational and I was enthused."

"The best thing I like about this program is how easy it is to talk to the teachers that are helping you."

"The best thing about this program is that it shows that the teachers, administrators, principals and vice principals really care about the success of the students. I also liked very much that it offered help in areas that gave us trouble."

"I could get my homework done and I seemed to be in an environment with people with low GPA's like myself."

"I completed most of my class assignments and homework assignments. I received some help with my hardest subjects."

"Concerning this program, I would have to say that the idea and knowledge that the school cared enough to help me pull myself out of the ditch I had fallen in is one of the most considerate gestures they could have made towards me. This is what I liked the most about the program."

"I was able to get a better understanding of my algebra homework."

"What I really liked about the program is how our teacher took time to show us what GPA we need to earn. I also liked the handouts we received on test taking skills."

"Thing I liked best about the program was that the help and tutoring I received helped me in my studies. I am very much satisfied with the program."

"I particularly liked the concern shown by the individuals who were over this program. This program was completely flawless in my eyes."

"What I like best about the program is how the teachers helped you but in a way that made it kind of fun."

"I liked doing my homework because I know that I was going to do it in school, I may not have done it at home."

"What I liked best about this program is that I realize that I wasn't the only person that needed improvement, but so did many of my peers."

"The things I liked best about this program was that it helped me to understand things I couldn't before and it has helped me to improve in every way."

"I really enjoyed the fact that we learned a lot."

"It is really fun and very educational to me and it really helped me a lot."

"The teachers here at Western want you to do all you can and be a successful person."

"Well if gave me a chance to start back over by keeping me active and some of the programs really motivated me."

"The teachers and how they listened and took out time with you when you didn't understand mainly in French, history, and math."

"When I was in need of help the teachers always listened, but when I was at another school, the teachers would barely give out work at all, they just wanted to get paid."

"What I like about the program is at the end of the year you receive awards for your accomplishments."

"The people were there to help me when I needed them. The teachers were great and school has kind of been fun."

"What I like about Western is that they have bilingual teachers."

"I learned many different things in all my classes, my teachers were great for helping, and I've really enjoyed this school year."

"All the teachers and staff were always around to help you. I especially liked the fact that the staff kept the school clean."

"The fact that everyone including teachers are really trying their best to encourage students in their future."

"What I liked best about the program was the concern that I've seen in these teachers in wanting to help us to do better with ourselves and our achievement."

"What I like about this program is the effort that the teachers put forth to help you learn, as well as the students wanting to learn."

"I like the environment, the people and the chances to better myself. I love the attitude that the administrators and counselors have toward me."

"I liked the way we were helped out instead of looked over because we were freshmen."

"I liked the way the teachers helped the students on their own time when we needed it the most. I feel that this program really helped me prepare for high school."

"The best thing I liked about the program was that the teachers would try to be there for you. They would try to help a lot."

"Most of the teachers seemed really concerned about me, and the programs were really great to help me get ready for high school."

"That the classes are small and it's easier for students and teachers."

"There were smaller classes, so there was not as much noise, and I could learn easier."

"I had one-on-one contact with my teacher when I needed help my teacher was always there and even offered me additional tutoring session."

"It helped me better on my English tests and it can help build my reading skills and most of the 9th grade teachers would take time out and help you with the work that you missed or failed."

"The things I liked best about this program was the discussions and the many different ways we learned to solve conflicts."

"I like the block scheduling because I don't have the same classes everyday. Homework is the best thing that I like about the block scheduling."

"What I like best about this program is that you can learn to cope with your conflicts and to feel very good about yourself. This program helped me come with different situations."

"The teachers gave extra help and made a way so that you can make your grade the highest it can be and the teachers showed us that there is always a way and you can do it just sick to what's best."

"I liked the concern from certain teachers I liked the hours we have in each class and I also like the extended time we have to do homework."

"I like the block classes, the fact that you are able to have about 2 and 1/2 days to do your homework. I like the fact that you really didn't fail."

"What I like most about this program is that you can really tell that they (teachers) care about you and how successful will become in the future."

"How we worked together and helped each other out when we needed help."

"The teacher's are concerned about you. It helps you to become more into you work and I like that because I really love school, I just don't like getting up early."

"I like the way they explained a problem to me. Also, the way they made us listen."

"The teachers in this program appeared to be sincerely concerned about me."

"That I learned new things, met new people and it helped me get along better with everyone."

"The activities this school has to offer besides learning."

"I like how this program asked the student about their opinions and what we think about ourselves."

"I like how the work pace is moving just right. Sometimes the work piles up but it helps you to be more responsible. I also like how most of the teachers are friendly and kind of easy to get along with."

"The best thing I liked about this program was how nice everyone was and no one did not pick on the 9th graders. Also with the teachers, administrators and the other students. Also gives me a really good chance in life."

"The social interaction with other students and adults."

"I like the subjects we'll have to take in this program and the way it's separated from the other programs."

"What I like best about the program is that it's really me. The teachers are kind of understanding, reliable, and all or most of the students are respectable."

"I liked the way the teachers help you step-by-step with problems or with concerns that I have had."

"Most of the teachers and their teaching skills, the learning environment, and the skills I developed during this year."

"The way some of the teachers teach and how the students were so close and the teachers act liked they cared (most of them anyway)."

"The things I liked best about this program was the assemblies and the field trips."

"I get the opportunity to learn a lot that I didn't know before, and I take that with me next year."

"The teachers helped me understand more about some subjects."

"It helps you focus upon your work."

"I like being in the ninth grade here because without girls I can concentrate on my work."

"You get a chance to meet other people."

"I like the one-on-one help that the teachers give to me when I needed it."

"I liked the extra support. Without that support, I would have failed the 9th grade."

"What I liked most about this program was that they gave extra help when we needed it. They offered more learning activities such as contests. I just liked the extra support that they gave us."

"I liked the support from the teachers. I liked the hours of school. I liked the way I was encouraged to do better in school."

"I liked all the different special programs they afford to us. I also enjoy all the special program they did when we had a good report card."

"I liked the way the teachers stuck together while trying to teach hard-headed students. I also liked the teachers attitudes toward students."

"The things that I liked was if you needed help from a teacher, they were there for you. You can tell them anything about a problem and they would help you the best way they could."

"Some of my teachers made me feel comfortable to ask them about things I didn't know about. I enjoyed the writing assignments because it helped me to discover new things. Also, the students here have been very kind and helpful."

"What I liked best about the program was the dance class. We were taught a lot of different kinds of dances such as tap, Latin, square, and African dance.

In the second question, the students were asked to indicate what they liked least about the program. **Some of their comments follow:**

"What I liked least about the program was we didn't get to pick any of our classes. I would have liked to have taken a cooking class, and it would have been nice if they had some kind of choir."

"I did not like how we did not get to choose our own classes like they said we could last year, and how the school is low on staff members. More staff members and the school would be great."

"There aren't many things that I dislike besides the schedule that was chosen for us. I also wasn't able to receive as much science information as I would like to have had."

"The fact that I did not get to choose any elective classes, I had to take what was given to me."

"What I liked least about this program is that most teachers are not really concern."

"There are no girls here and we don't have any art classes. The other schools have proms, we do too but we have to bring our dates to the school. Some people want to bring girls who attend the same school they do."

"The things I didn't like was some of the teachers' attitudes, and then being very hard on the students, and not having more compassionate staff members, and always having hall sweeps."

"What I didn't like about the program was that some of the teachers seemed like they didn't care and I wasn't learning anything."

"What I liked least about the program was the many students in the classes and almost in all the same classes."

"I don't like some of the teachers and the grade point average you're expected to keep. I think more should be expected of us because this is a gifted and talented program."

"That the kids don't know how to respect the teachers or other students. They still need to grow up and respect one another."

"What I dislike about this program is the long length of the school day"!!!

"What I liked least in this program is the hard chairs we have to sit on for 1 hour and 40 minutes. The floor is dirty and you expect us to come to school dressed up so that we can get dirty and go home that way!"

"I disliked not having the flexible classes I wanted such as typing, and other flexible classes."

"The thing that I had not liked about the program is that I didn't think I got any advanced skills to prepare me for next year."

"I didn't like the way some of the teachers treated the students. They bad-mouthed them and so on. I feel that teachers should support our needs."

"It doesn't exactly challenge a lot of peoples academic ability. We really do not have challenging classes, just the basic ones and a few others."

"Some of the teachers were unfair and wouldn't explain the work. They would give us a test the next day."

"What I liked least was all the homework I had to do, and some teachers didn't have enough patience."

"Communication with other students was poor."

"That we didn't have a lot of trips like some school and some of the teachers are very nasty to you."

"In the program some classes are kind of hard."

"I didn't like the fact that the teachers seemed like they didn't care."

"The time we have to stay after school."

"The long hours, excessive talking, lack of studying skills being taught, no food was served so we stayed hungry."

"I think that some days we should have met before school because at the end of the day I, and probably other students, couldn't work to their full ability."

We had to stay in school until 5:30 p.m. (8)

"I did not like the fact that the program was unorganized, meaning that the teachers were not always there."

"The long lectures by the officials and the remarks just addressing the ninth graders as if we were different from other ninth graders in the past."

"The long speeches and lectures given by the administrators and the hours after school. I also disliked the attitudes displayed by some of the administrators."

"The hours were lengthy, and sometimes through this long period, you could not go to the vending machines and you would get hungry and tired."

"I didn't dislike anything in the program except for a few of the students who didn't care about bringing their grades up and seemed to be determined to be a hindrance to those that did."

"What I liked least about this program was some of the tutor's were lazy about teaching us what we needed to learn to be successful in certain areas we needed help."

"What I liked least about this program were the long hours, although I believe they helped a lot in the long run because it was proven by the fact that I was able to complete my homework."

"What I liked least about this program is staying long hours after school, not offering or giving enough motivation, and not enough hands-on experiments."

"What I didn't like so much about this program was that I took place on a weekly basis. But in a round about way, this helped me learn more discipline."

"The things I liked least about this program were the after school hours and the attitude some of the kids had about the program."

AREA A, NINTH GRADE ADMINISTRATORS' PERCEPTIONS*

There were seven (7) surveys returned by the Ninth Grade Administrators who were involved in the 1996-97 School Restructuring Program. They rated twelve (12) different statements dealing with the total program. The forced-choice items were accompanied by a Likert-type rating upon which responses were marked. The responses were analyzed for the percent of positive responses. ("Strongly Agree" and "Agree" responses were considered "positive"). There were also nine (9) open-ended questions for which their opinions were solicited.

TABLE 4
NINTH GRADE ADMINISTRATORS' SURVEY OF THE 1996-97 NINTH GRADE RESTRUCTURING PROGRAM

Statements	Number of Responses Total	Number of Responses Positive	Percent of Positive Responses
The Ninth Grade Restructuring Program was successful in:			
a. raising students' achievement in reading.	7	6	86%
b. raising students' achievement in mathematics.	7	7	100
c. raising students' achievement in science.	7	6	86
d. raising incoming 9th Grade students' awareness of high school requirements.	7	7	100
e. raising students' awareness of high school expectations.	7	7	100
f. developing self-discipline and responsibility for one's own actions and accomplishments.	7	7	100
g. developing students' ability to work cooperatively with others.	7	7	100
h. encouraging parents to be involved in their child's learning.	7	6	86

*Most of the Ninth Grade Administrators were assistant principals who served in that administrative position. However, some were department heads served in that position part-time.

TABLE 4 (Cont'd)

NINTH GRADE ADMINISTRATORS' SURVEY OF THE 1996-97
NINTH GRADE RESTRUCTURING PROGRAM

	Statements	Number of Responses Total	Positive	Percent of Positive Responses
i.	helping student attend school regularly.	7	6	86%
j.	helping students develop worthwhile priorities.	7	7	100
k.	developing students' ability to work independently.	7	7	100
l.	preventing students from dropping out of school.	7	7	100

One hundred percent (100%) of the Ninth Grade Administrators responded "Strongly Agree" or "Agree" to eight (8) of the statements.

Eighty-six percent (86%) of the Ninth Grade Administrators responded "Strongly Agree" or "Agree" to four (4) of the statements.

The mean average of all the positive statements is ninety-five percent (95%).

Open-Ended Questions

The Ninth Grade Administrators were asked, ***how did you prepare your staff for the Ninth Grade Restructuring Program?*** **Their responses follow:**

"Orientation sessions, staff development sessions and weekly in-service meetings."

- involvement in ninth grade summer orientation
- in-servicing
- opportunities for staff development
- attend workshops offered by Professional Development Academy
- involvement in Tech. Prep. Consortium
- involvement in Urban System Initiative

"Staff members were informed of the purpose of Ninth Grade Restructuring to help ninth graders succeed. Staff members were encouraged to adopt ninth graders. Also, teachers of ninth graders met as a group to discuss successful teaching strategies. Staff members also volunteered to serve on committee to discuss future block scheduling. Teachers were asked to share their expectations with students and to encourage students to take on the responsibility for their learning. Teachers were also encouraged to assist students in using their daily planners."

"The program has been renamed: Project WIND. Objectives for project (WIND) Western International High School. Ninth graders Doing it All - Attendance, Attitude, and Academics were shared in a staff meeting."

"Orientation and in-service."

"Through staff development/training sessions at the beginning of the school year and written or verbal communication throughout the school year."

"Summer in-service was held with staff focusing on Ninth Grade Restructuring Program."

The Ninth Grade Administrators were asked, *what teaching strategy would you find in Ninth Grade classrooms in your school?* They responded as follows:

"Cooperative learning, active learning, collaborative effort, individualized instruction, authentic assessment, process writing, independent study, lecture, some team teaching."

- use of supporting technology (computers, laser discs)
- cooperative learning activities
- team teaching
- hands-on learning activities
- job shadowing experience
- use of manipulatives
- work related applications
- constructivism
- student Projects/Demonstration/Exhibits

"Students are involved in cooperative learning activities. The entire school is student centered. In addition, students are encouraged to establish a buddy system, having a person with whom to study and to encourage to maintain good grades throughout the school year."

"Unfortunately, the majority of ninth grade teachers follow traditional lecture/individual question - answer format. The Social Studies department members have received in-service on the use of collaborative/cooperative learning. These methods are in use by one of the instructors. Science teachers employed hands-on, manipulatives, etc."

"Student centered instruction and cooperative learning, were evident in most ninth grade classrooms although there is room for improvement."

"The teaching strategies included in classrooms are: cooperative learning, role play, discussion, brainstorming, creative inquiry, modeling peer tutoring and direct teaching."

The Ninth Grade Administrators were asked, *did any organizational change(s) occur in your school as a result of the Ninth Grade Restructuring Program?* They responded as follows:

"Curriculum restructuring in math to align curriculum with students needs. Ninth graders are assigned seven classes, including foreign language, test strategies and writing improvement."

"Block scheduling and team teaching have been successfully employed. However, due to a reduction in teacher services, a traditional schedule will be in effect for the 1997-98 school year."

"Team teaching was increased and block scheduling of one section (class) of ninth graders was implemented."

"While there were no organizational changes implemented this year, some investigation is being made into flexible scheduling (a 7th class for most at-risk students - creatively remediating academic skills and teaching social/high school adaptation/orientation)."

"Students in need of individual math instruction were taken out of regular math classes and sent to the math specialist. The math specialist assessed the students' needs and then provided individualized instruction."

The Ninth Grade Administrators were asked, *are you going to do anything different for the 1996-97 Grade 9 students when they are in the 10th grade in 1997-98?* Their responses follow:

"Include them in ninth grade motivational assemblies and incentive programs. Continue to provide support as needed. Allow most successful students to mentor new students."

"Students will be a part of a peer mentoring program which was initiated during the 1996-97 school year. Senior students will act as peer mentors. Tenth grade students will complete a "Rite of Passage" and become mentors in the eleventh grade."

"New school - methods are still in the experimental stages."

"The same extra support will be provided to the 10th graders because they still need it."

"Counselor reassignment, class sponsorship."

"For those that remain in target or go to summer school and make up credits they will be labeled 'cousins' to serve as role models (sharing their 9th grade successes and failures with incoming freshmen). Possible incentives for remaining on target."

"Administrators and teachers are planning block scheduling and possibly team teaching. In addition, having ninth graders with a common study hour and having teachers with a common preparation hour are also being considered."

The Ninth Grade Administrators were asked, *what, if any, are your major concerns about the delivery of instruction by your teachers of Grade 9 students?* Their responses follow:

"Students need to be provided with more opportunities to be actively involved in learning experiences. More effective, alternative discipline strategies need to be employed. Students need to be motivated to attend classes, accept responsibility for their own behaviors, and to achieve academic success."

"Difficulty on the part of some teachers to change from the 'traditional' teaching ;methodologies to a constructivist approach utilizing more hands-on activities and the integration of subject areas."

"Teaching styles are not necessary, the style that students learn best from."

"Teachers are still the center of instruction. Many are unfamiliar or uncomfortable with the student centered approach. However, training and practice will remedy the problem."

"Quality instruction"

"All students are not 'actively involved' in their daily learning - (by teacher directions to 'all,' 'everyone' and expecting 'all'/'everyone' to do in class - i.e., discuss, write, work with, thing about, etc.)."

"Teachers of ninth graders could possibly help students even more if the teachers were in-serviced in a detailed manner on the importance of time management and planning."

The Ninth Grade Administrators were asked, *what are the reactions of the following stakehoders about the Ninth Grade Restructuring Program?* They responded as follows:

a. students:

"Most students are excited about the program and want it to continue. Many of them come to high school with the expectation of dropping out by age 16 and are not very receptive to our efforts to motivate or discipline them."

"Students appreciate the extra attention and concern."

"Students indicate that they would like to have field trips in addition to the assemblies and the round table dialogues."

"Students are pleased with the counseling and mediation available to them."

"Excellent and involved."

b. teachers:

"Teachers are generally positive and responsive to requests made. They are quite supportive of this program and make suggestions for improvement."

"Positive - wish to expand and require additional support to initiate change in teaching methodologies."

"Teachers are favorable to the program and most cooperative."

"Teachers believe that parents should be more diligent in ensuring that students have adequate study time and that students attend class daily."

"Teachers have bought into corrective behavioral measures. Are discouraged by low parent involvement, support and poor student attendance."

c. parents:

"Many want to be actively involved; but have other responsibilities. They provide positive support when requested."

"Parents want us to continue our efforts to 'save' their children."

"Positive - wish to continue involvement with school to assist children with academic achievement."

"Parents were pleased with parent/teacher luncheon wherein they had an opportunity to share expectations of the program and to ask questions a group."

"Parents of most at-risk students (truancy, etc.) are consistent in their attendance at disciplinary conferences but not PTSA meetings, etc. Fewer contacts beyond all orientation."

The Ninth Grade Administrators were asked, *what changes would improve the implementation of the Ninth Grade Restructuring Program?* They responded as follows:

"Employment of a full-time secretary and attendance agent. Ready access to monies target for this program. Provide resources to implement alternative discipline procedures, conflict resolution and peer mediation programs, a mentoring program and more staff development sessions."

- additional teachers
- smaller class sizes
- additional technology support
- interdisciplinary course offering - Compact

"Additional staff in-services"

- more staff development and training activities
- more team teaching
- more interdisciplinary ninth grade teacher meetings
- more teachers teaching only 9th graders

"A change that would improve the implementation would be consistent staffing. District reorganization affects staffing. In an over crowded school, giving teachers common preparation hours and common duty hours is difficult because of room shortage. Also, including conflict resolution in the curriculum would be helpful."

"A mandatory parent/students orientation (1-4 days) prior to registration and receipt of schedule (articulation of the programs objectives and the parents' signing school - parent contract possible)."

"Better orientation and clearer mission statement."

The Ninth Grade Administrators were asked, *for you what have been the major challenges of the Ninth Grade Restructuring Program?* Their responses follow:

"Trying to find time between writing reports and attending monthly meetings to work toward accomplishment of outline goals and objectives. Frequent, face-to-face conferences with students, parents and staff have been most beneficial to the success of this program."

"Development of an innovative, creative curriculum while being restricted to insufficient resources; i.e., teacher services, lack of technology."

"Receiving feedback from instructional staff regarding pros and cons about the program."

"The major challenge has been selecting staff who are the most effective with motivating and nurturing ninth graders. Finding effective methods to combat student truancy. Finding a way, to personally have a positive influence on all students enrolled."

"Implementation and budgeting process."

"One of the challenges is having staff able to administer discipline in a constructive manner. Also, parents need to ensure that students arrive to school each day on time. We must encourage parents to continually check on their students rather than waiting until the child faces some challenging situation in school."

"The placement of staff (Social Studies - 2nd semester) and (English - 9 weeks in the semester) was late. The voluntary vs. mandatory nature of in-service offered did not facilitate improvement in the delivery of instruction."

Finally, the Ninth Grade Administrators were asked, *what, if any, have been the challenges with the parental component of the Ninth Grade Restructuring Program?* Their responses follow:

"It is very difficult to get parents actively involved on a continuous basis. This is one of my major challenges."

"Continuing, sustained parental involvement. Proactive support in enforcement of school guidelines; i.e., dress code, attendance, homework.

"The challenge has been to increase the number of parents who are involved in the 'day-to-day' operations of the program."

"Parents expect staff to constantly contact them regarding their children. Parents and staff must work together; both components are vital for the success of the ninth grader."

"Parental expectations for homework assigned and completed seemingly not there. Participation in the PTSA for generating objectives for improvement very low. Parent - teacher conferences for the students most in need of improvement was not as high as needed (teacher contact with parents needs to increase - phone/mail)."

"Lack of parent involvement."

A. **Area E Ninth Grade Restructuring Personnel***

	Number of FTE's 1995-96	Number of FTE's 1996-97
• Ninth grade administrators	4	4
• Counselors	2.5	2.5
• Social workers	2.5	2.5
• Attendance officers	0	0
• Psychologists	0	0
• Teachers	7	7
• Others	0	0

	1995-96	1996-97
B. Total number of teachers teaching only Ninth Grade students	* 46	30
C. Total number of teachers teaching some Ninth Grade students	* 28	138
D. Number of students served as part of Ninth Grade Restructuring	*4409	4734

*These numbers are based on the returned surveys of the Ninth Grade Administrators. Some did not respond to all items of the survey.

The ninth grade administrators were also asked to indicate with "Yes" or "No" if the programs listed below were operational in their schools. Their responses follow:

	Academic Programs	Yes	No	No Response
a.	Organizational Change e.g. School-Within-A-School, flexible scheduling, block-time for a core curriculum area, etc.	4	2	0
b.	Summer Preparation e.g. orientation to high school, study skills, etc.	6	0	0
c.	Before/During/After School Tutorial Programs e.g. indicate if tutors are students, teachers, parents, etc.; what materials are used; what training was involved.	6	0	0
d.	New Experimental Course Offerings e.g. courses offered for the first time in your school, description of courses, etc.	3	3	0
e.	Improve Quality of Instruction e.g. hands-on-activities, cooperative and/or collaborative learning, increased time on task, greater use of test results to modify instruction.	6	6	0
f.	Technology e.g. description of hardware and software used in your school; who is using them; how it is used, etc.	6	6	0
	Support Programs	**Yes**	**No**	**No Response**
a.	Attendance Program e.g. attendance services that go beyond the services now provided addition of an attendance agent, etc.	3	3	0
b.	Counseling Program e.g. counseling services that go beyond the traditional services, of scheduling, discipline and career exploration.	4	2	0
c.	Health Services e.g. addition of a nurse, establishment of health clinic, etc.	2	3	0

ACADEMIC AND SUPPORT PROGRAMS

The Ninth Grade Administrators were asked to select an academic or support program which they found to be successful in their school. Seven of the programs follow:

A. CAREER DAY

Need

Describe the needs which substantiate the use of this program.

Many students have not identified a career goal and had no ideal what jobs were aligned with their interests. Students are not motivated to make positive choices which will increase their chances of academic success and prepare them for the world of work.

Objective(s)

State the objective(s) in terms of the amount of improvement for each need.

To provide an opportunity for students to gain information regarding career paths and to identify a personal career goal. To motivate students to develop and strengthen decision making, and critical thinking skills which will enhance success now in preparation for world of work.

Program Description

Please clearly describe the operation of this program. Please emphasize what will be different for the students and teachers.

Fifteen guest speakers from business, education, legal and technical career fields spoke to at least 3 different classes regarding their careers. This included educational preparation, applying for and getting a job, work habits, salaries, etc. Each speaker related life work experiences to positive behaviors in school; including good attendance, good grades, work ethics, personal responsibility and good citizenship. Students, parents and staff benefited from this experience. Students were better able to identify career choices and develop interest in making more positive decisions.

Staffing

Please indicate the number and classification of the staff needed to implement this program, e.g., teachers, counselors, educational technicians, student assistants, etc.

The ninth grade executive board, ninth grade sponsor, staff and parent volunteers assisted with the implementation of this activity.

Evaluation

Please describe what data you will use to determine whether or not your objective(s) have been met.

Most of the students, staff, parents and guest participants responded to evaluation questions in a positive manner; and encouraged us to continue this annual activity.

Professional Development

Please describe the in-service training you provided in terms of content, time to be allotted, and, if known, the trainers.

Students were given a pre-career day interest inventory to complete. Teachers introduced or strengthened career concepts and related information via American Careers magazine articles. Information regarding preparation and content was reinforced on a weekly basis via weekly bulletin, PA announcements and flyers.

B. AFTER SCHOOL ENRICHMENT PROGRAM

Need

Describe the needs which substantiate the use of this program.

The After School Enrichment program is a tutorial program which is designed to assist students who may require additional instruction to increase academic achievement. Ninth grade students enter at various levels of academic achievement. This program is designed to raise the level of academic achievement and provide individual instruction to enable all ninth grade students the opportunity to succeed.

Objective(s)

State the objective(s) in terms of the amount of improvement for each need.

- Students will improve academic achievement
- Students will improve daily attendance
- Students will attain good interpersonal skills
- Students will successfully complete ninth grade requirements

Program Description

Please clearly describe the operation of this program. Please emphasize what will be different for the students and teachers.

The tutorial program is an extension of the school day. It is supported by parents, students, and staff to ensure academic success of the ninth grade students. Classes are offered in mathematics, English, science, and social studies. Students may select up to two classes per day, four days per week. Students receive individualized instruction and supplemental assistance with classroom assignments. Classes are smaller and the setting is more informal. Students have more opportunities to bond with the teachers.

Staffing

Please indicate the number and classification of the staff needed to implement this program, e.g., teachers, counselors, educational technicians, student assistants, etc.

- English (2)
- Social Studies (2)
- Science (2)
- Educational Technician
- Mathematics (3)

Evaluation

Please describe what data you will use to determine whether or not your objective(s) have been met.

- Report Cards
- Attendance Print-Outs
- Failure list
- MAT Scores
- Suspension list

Professional Development

Please describe the in-service training you provided in terms of content, time to be allotted, and, if known, the trainers.

- Critical Friends In-service - monthly meeting
- Consultant
- Professional Development Academy

C. MATH LABORATORY

Need

Describe the needs which substantiate the use of this program.

Ninth graders who were not successful in Algebra I classes were recommended for the math laboratory. Students were enrolled in Algebra I with the specialist. The specialist was able to provide individual assistance to those students.

Objective(s)

State the objective(s) in terms of the amount of improvement for each need.

The objective was to assist students in mastering skills necessary to complete Algebra I requirements.

Program Description

Please clearly describe the operation of this program. Please emphasize what will be different for the students and teachers.

Approximately ten to fifteen students are enrolled in each class. Along with the teacher providing individualized instruction, computers are also available for student use.

Staffing

Please indicate the number and classification of the staff needed to implement this program, e.g., teachers, counselors, educational technicians, student assistants, etc.

The math specialist and the ninth grade counselor assisted the students.

Evaluation

Please describe what data you will use to determine whether or not your objective(s) have been met.

Evaluation is determined by data which reflect number of students passing Algebra I.

Professional Development

Please describe the in-service training you provided in terms of content, time to be allotted, and, if known, the trainers.

The ninth grade administrator, math specialist and ninth grade counselor informed staff of the objectives and the on-going services of the math specialist.

D. NINTH GRADE COUNSELOR AND READING/WRITING CONSULTANT

Need

Describe the needs which substantiate the use of this program.

A counselor was needed because of:

- Excessive truancy
- Fights and threats of violence
- Poor academic/skills

The Reading/Writing teacher consultant was needed to:

- Improve student writing across disciplines
- Increase student participation in communication arts contests

Objective(s)

State the objective(s) in terms of the amount of improvement for each need.

There will be a three percent decrease in student suspensions and administrative transfers.

Program Description

Please clearly describe the operation of this program. Please emphasize what will be different for the students and teachers.

A counselor will:

- Handle referrals from Dean of Students, other counselors and the 9th grade Assistant Principal
- Conduct group counseling sessions with 'most at-risk students' (average 15 weekly)
- Facilitate 9th grade participation programs designed to offer support, i.e., Wayne County Sheriff's Juvenile Reality Tour, Project REACH (Career Awareness) Project POWER (Hutzel Hospital Health Awareness Issues)
- Identify and place students in after school tutoring program

The Reading/Writing teacher consultant will:

- Work in class with English teachers
- Pull out 10 - 15 students
- Conduct departmental workshops (English, Social Studies and Science)

Staffing

Please indicate the number and classification of the staff needed to implement this program, e:g., teachers, counselors, educational technicians, student assistants, etc.

- 1 - 9th grade improvement counselor
- 1 - Reading/Writing Teacher (consultant)

Evaluation

Please describe what data you will use to determine whether or not your objective(s) have been met.

- Attendance and grade point average data for specific/targeted students
- Detroit Public Schools Student Code of Conduct roster of infractions
- MAT 7 test results (reading only)
- Final card marking comparisons (English, Social Studies and Science)
- Student self reports/evaluations/surveys

Professional Development

Please describe the in-service training you provided in terms of content, time to be allotted, and, if known, the trainers.

CAMET in-service was (10 hrs.) given to help instructors analyze learning styles (strengths/weaknesses) of their students.

Mini demonstration of EEEI's 'active participation' given to the entire staff.

Departmental Workshops: Social Studies (5 hrs.) and Science (1 hr.)

E. SUMMER ENRICHMENT INSTITUTE/PROJECT "SECOND CHANCE"

Need

Describe the needs which substantiate the use of this program.

Incoming ninth graders need to be introduced to high school prior to the fall in order to smooth the transition from middle school.

Ninth and tenth graders who fall behind get extra time to get back on track during the summer.

Objective

State the objective(s) in terms of the amount of improvement for each need.

All students enrolling in the summer program will be introduced to study skills and human relations strategies that will make their first year in high school relatively free of the trauma associated with entering a new environment.

Students needing a second chance to pass core curriculum courses will be given the opportunity in summer school free of charge.

Program Description

Please clearly describe the operation of this program. Please emphasize what will be different for the students and teachers.

The Summer Enrichment Institute is two dimensional. The first is the Freshman Academy which introduces the high school curriculum in a more relaxed atmosphere. The focus is on study skills, time management and interpersonal relations.

The second dimension is "Project Second Chance" which provides students who failed English, math social studies, and/or science another chance to pass with less stress and more individualized attention.

Staffing

Please indicate the number and classification of the staff needed to implement this program, e.g., teachers, counselors, educational technicians, student assistants, etc.

- teachers (12)
- counselor (1)
- educational technician (1)
- administrators (2)
- student assistants (4)
- school service assistant

Evaluation

Please describe what data you will use to determine whether or not your objective(s) have been met.

- Report cards
- Number of students retained at Murray-Wright
- Number of students passing all classes
- Number of Student Code of Conduct violations
- Number of parental contacts

Professional Development

Please describe the in-service training you provided in terms of content, time to be allotted, and, if known, the trainers.

Content:

- Reading and writing across the curriculum - Three 2 hour workshops
- Teaching the 'Whole' child to increase self-esteem - One 2 hour workshops

PRESENTATION AND ANALYSIS OF PRODUCT DATA
GRADE 9

There were seven (7) product variables presented in this section:

a.	Grade Point Averages (GPA's) (1)	6/1995, 6/1996 and 6/1997
b.	Attendance (Days Absent (1)	6/1995, 6/1996 and 6/1997
c.	Credit hours attempted and earned (2)	6/1995, 6/1996 and 6/1997
d.	Metropolitan Achievement Tests (Reading and Mathematics) (2)	4/1995, 4/1996 and 4/1997
e.	Educational Status of Students (1)	6/1995, 6/1996 and 6/1997

NINTH GRADE/GRADE POINT AVERAGES
June, 1995
(Before the Program)

Table 5 shows that Cass Technical High School (2.6), Crockett High School (2.3), Commerce H.S. (2.0) and King H.S. (2.3) have GPA's higher than both the Area (1.8) and the District (1.5). Miller Middle School (1.7) is below the Area (1.8) but higher than the District (1.5). Murray-Wright High School (1.5) is below the Area's (1.8) GPA, but has the same GPA as the District (1.5). All the other high schools Chadsey High School (1.2), Douglass Academy (1.2), Ferguson High School (1.2), Southwestern High School (1.4), and Western High School (1.2) are below the Area (1.8) and the District (1.5) GPA's.

TABLE 5
AREA A SCHOOLS NINTH GRADE
GRADE POINT AVERAGES
1994-95

Name of School	School Average N	School Average GPA	Area Average N	Area Average GPA	District Average N	District Average GPA
Cass Technical High School	865*	2.6	4650*	1.8	19,484*	1.5
Chadsey High School	505*	1.2	4650*	1.8	19,484*	1.5
Commerce High School	193*	2.0	4650*	1.8	19,484*	1.5
Crockett High School	151*	2.3	4650*	1.8	19,484*	1.5
Douglass Academy	166*	1.2	4650*	1.8	19,484*	1.5
Ferguson Academy	201*	1.2	4650*	1.8	19,484*	1.5
King High School	554*	2.3	4650*	1.8	19,484*	1.5
Miller Middle School	174*	1.7	4650*	1.8	19,484*	1.5
Murray-Wright High School	743*	1.5	4650*	1.8	19,484*	1.5
Southwestern High School	570*	1.4	4650*	1.8	19,484*	1.5
Western High School	525*	1.2	4650*	1.8	19484*	1.5

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

Table 6 shows that Cass Technical H.S. (78%), Commerce H.S. (61%), Crockett H.S. (66%) and King H.S. (66%) have higher percents of students with GPA's of 2.0+ than the Area (46%) and the District (35%). Chadsey H.S. (28%), Douglass Academy (17%), Ferguson Academy (28%), Miller M.S. (39%), Murray-Wright H.S. (35%), Southwestern H.S. (34%) and Western H.S. (28%) have lower percents of students with GPA's of 2.0+ than the Area (46%) and the District (35%).

TABLE 6
AREA A SCHOOLS NINTH GRADE
NUMBER AND PERCENT OF STUDENTS WITH 2.0+ GRADE POINT AVERAGES
1994-95

Name of School	School Average N	School Average Percent	Area Average N	Area Average Percent	District Average N	District Average Percent
Cass Technical High School	678*	78%	2157*	46%	6832*	35%
Chadsey High School	141*	28%	2157*	46%	6832*	35%
Commerce High School	117*	61%	2157*	46%	6832*	35%
Crockett High School	100*	66%	2157*	46%	6832*	35%
Douglass Academy	29*	17%	2157*	46%	6832*	35%
Ferguson Academy	57*	28%	2157*	46%	6832*	35%
King High School	364*	66%	2157*	46%	6832*	35%
Miller Middle School	68*	39%	2157*	46%	6832*	35%
Murray-Wright High School	261*	35%	2157*	46%	6832*	35%
Southwestern High School	191*	34%	2157*	46%	6832*	35%
Western High School	148*	28%	2157*	46%	6832*	35%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

NINTH GRADE/GRADE POINT AVERAGES
June, 1996
(First Year Program)

Table 7 shows that Cass Technical H.S. (2.6), Commerce H.S. (2.2), Crockett H.S. (2.2), King H.S. (2.3) and Miller M.S. (2.0) have higher GPA's than the Area (1.9) and the District (1.5). Chadsey H.S. (1.4), Douglass Academy (1.3), Ferguson Academy (1.4), Murray-Wright H.S. (1.6), Southwestern H.S. (1.5) and Western H.S. (1.3) have lower GPA's than the Area (1.9) and the District (1.5).

TABLE 7
AREA A SCHOOLS NINTH GRADE
GRADE POINT AVERAGES
1995-96

Name of School	School Average		Area Average		District Average	
	N	GPA	N	GPA	N	GPA
Cass Technical High School	965*	2.6	4511*	1.9	18,332*	1.5
Chadsey High School	396*	1.4	4511*	1.9	18,332*	1.5
Commerce High School	80*	2.2	4511*	1.9	18,332*	1.5
Crockett High School	185*	2.2	4511*	1.9	18,332*	1.5
Douglass Academy	173*	1.3	4511*	1.9	18,332*	1.5
Ferguson Academy	168*	1.4	4511*	1.9	18,332*	1.5
King High School	568*	2.3	4511*	1.9	18,332*	1.5
Miller Middle School	216*	2.0	4511*	1.9	18,332*	1.5
Murray-Wright High School	684*	1.6	4511*	1.9	18,332*	1.5
Southwestern High School	499*	1.5	4511*	1.9	18,332*	1.5
Western High School	570*	1.3	4511*	1.9	18,332*	1.5

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

Table 8 shows that Cass Technical H.S. (80%), Commerce H.S. (70%), Crockett H.S. (65%), King H.S. (67%) and Miller M.S. (57%) have higher percents of students with GPA's of 2.0+ than the Area (51%) and the District (36%). Chadsey H.S. (33%), Douglass Academy (27%), Ferguson Academy (39%), Murray-Wright H.S. (37%), Southwestern H.S. (35%) and Western H.S. (27%) have lower percents of students with GPA's of 2.0+ than the Area (51%) and the District (36%).

TABLE 8
AREA A SCHOOLS NINTH GRADE
GRADE POINT AVERAGES
1995-96

Name of School	School Average		Area Average		District Average	
	N	Percent	N	Percent	N	Percent
Cass Technical High School	716*	80%	2288*	51%	6684*	36%
Chadsey High School	131*	33%	2288*	51%	6684*	36%
Commerce High School	56*	70%	2288*	51%	6684*	36%
Crockett High School	120*	65%	2288*	51%	6684*	36%
Douglass Academy	47*	27%	2288*	51%	6684*	36%
Ferguson Academy	66*	39%	2288*	51%	6684*	36%
King High School	381*	67%	2288*	51%	6684*	36%
Miller Middle School	123*	57%	2288*	51%	6684*	36%
Murray-Wright High School	252*	37%	2288*	51%	6684*	36%
Southwestern High School	173*	35%	2288*	51%	6684*	36%
Western High School	156*	27%	2288*	51%	6684*	36%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

NINTH GRADE/GRADE POINT AVERAGES
June, 1997
(Second Year Program)

Table 9 shows that Cass Technical H.S. (2.6), Commerce H.S. (2.3), Crockett H.S. (2.3), King H.S. (2.3) and Miller M.S. (2.1) have higher GPA's than the Area (2.0) and the District (1.5). Chadsey H.S. (1.3), Douglass Academy (1.4), Ferguson Academy (1.7), Murray-Wright H.S. (1.7), Southwestern H.S. (1.5) and Western H.S. (1.3) have lower GPA's than the Area (2.0) and the District (1.5).

TABLE 9
AREA A SCHOOLS NINTH GRADE
GRADE POINT AVERAGES
1996-97

Name of School	School Average N	School Average GPA	Area Average N	Area Average GPA	District Average N	District Average GPA
Cass Technical High School	1044*	2.6	4592*	2.0	17,553*	1.5
Chadsey High School	389*	1.3	4592*	2.0	17,553*	1.5
Commerce High School	112*	2.3	4592*	2.0	17,553*	1.5
Crockett High School	229*	2.3	4592*	2.0	17,553*	1.5
Douglass Academy	153*	1.4	4592*	2.0	17,553*	1.5
Ferguson Academy	104*	1.7	4592*	2.0	17,553*	1.5
King High School	539*	2.3	4592*	2.0	17,553*	1.5
Miller Middle School	212*	2.1	4592*	2.0	17,553*	1.5
Murray-Wright High School	887*	1.7	4592*	2.0	17,553*	1.5
Southwestern High School	371*	1.5	4592*	2.0	17,553*	1.5
Western High School	560*	1.3	4592*	2.0	17,553*	1.5

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

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Table 10 shows that Cass Technical H.S. (82%), Commerce H.S. (84%), Crockett H.S. (73%), King H.S. (66%) and Miller M.S. (59%) have higher percents of students with GPA's of 2.0+ than the Area (54%) and the District (38%). Chadsey H.S. (29%), Douglass Academy (31%), Ferguson Academy (49%), Murray-Wright H.S. (43%), Southwestern H.S. (37%) and Western H.S. (30%) have lower percents of students with GPA's of 2.0+ than the Area (54%) and the District (38%) except Ferguson Academy (48%) and Murray-Wright H.S. (43%).

TABLE 10
AREA A SCHOOLS NINTH GRADE
NUMBER AND PERCENT OF STUDENTS WITH 2.0+ GRADE POINT AVERAGES
1996-97

Name of School	School Average N	School Average Percent	Area Average N	Area Average Percent	District Average N	District Average Percent
Cass Technical High School	851*	82%	2502*	54%	6721*	38%
Chadsey High School	112*	29%	2502*	54%	6721*	38%
Commerce High School	94*	84%	2502*	54%	6721*	38%
Crockett High School	167*	73%	2502*	54%	6721*	38%
Douglass Academy	47*	31%	2502*	54%	6721*	38%
Ferguson Academy	51*	49%	2502*	54%	6721*	38%
King High School	356*	66%	2502*	54%	6721*	38%
Miller Middle School	125*	59%	2502*	54%	6721*	38%
Murray-Wright High School	352*	43%	2502*	54%	6721*	38%
Southwestern High School	137*	37%	2502*	54%	6721*	38%
Western High School	168*	30%	2502*	54%	6721*	38%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

NINTH GRADE/STUDENT DAILY ATTENDANCE
June, 1995
(Before the Program)

Table 11 shows that Cass Technical H.S. (93%), Commerce H.S. (95%), Crockett H.S. (93%), Ferguson Academy (93%), King H.S. (90%) and Miller M.S. (93%) have better student daily attendance than the Area (83%) and the District (77%). Chadsey H.S. (68%), Douglass Academy (73%), Southwestern H.S. (73%) and Western H.S. (71%) have lower student daily attendance than the Area (83%) and the District (77%). Murray-Wright H.S. (83%) has similar student daily attendance as the Area (83%) but has better student daily attendance than the District (77%).

TABLE 11
AREA A SCHOOLS NINTH GRADE
NUMBER AND PERCENT OF STUDENTS WITH STUDENT DAILY ATTENDANCE
1994-95

Name of School	School Average N	School Average Percent	Area Average N	Area Average Percent	District Average N	District Average Percent
Cass Technical High School	865*	93%	4650*	83%	19,484*	77%
Chadsey High School	505*	68%	4650*	83%	19,484*	77%
Commerce High School	193*	95%	4650*	83%	19,484*	77%
Crockett High School	151*	93%	4650*	83%	19,484*	77%
Douglass Academy	166*	73%	4650*	83%	19,484*	77%
Ferguson Academy	201*	93%	4650*	83%	19,484*	77%
King High School	554*	90%	4650*	83%	19,484*	77%
Miller Middle School	174*	93%	4650*	83%	19,484*	77%
Murray-Wright High School	743*	83%	4650*	83%	19,484*	77%
Southwestern High School	570*	73%	4650*	83%	19,484*	77%
Western High School	525*	71%	4650*	83%	19,484*	77%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

Table 12 shows the number and percents of ninth grade students who have daily attendance of 92%+. Cass Technical H.S. (71%), Commerce H.S. (88%), Crockett H.S. (68%), Ferguson Academy (71%), King H.S. (59%) and Miller M.S. (75%) have higher percents of student daily attendance of 92%+ than the Area (43%) and the District (26%). Chadsey H.S. (13%), Douglass Academy (7%), Southwestern H.S. (20%), and Western H.S. (17%) have lower percents of student daily attendance of 92%+ than the Area (43%) and the District (26%). Murray-Wright H.S. (33%) has lower percent of student daily attendance of 92%+ than the Area (43%) but higher than the District (26%).

TABLE 12
AREA A SCHOOLS NINTH GRADE
NUMBER AND PERCENT OF STUDENTS WITH 92%+ STUDENT DAILY ATTENDANCE
1994-95

Name of School	School Average N	School Average Percent	Area Average N	Area Average Percent	District Average N	District Average Percent
Cass Technical High School	612*	71%	2013*	43%	5124*	26%
Chadsey High School	67*	13%	2013*	43%	5124*	26%
Commerce High School	169*	88%	2013*	43%	5124*	26%
Crockett High School	102*	68%	2013*	43%	5124*	26%
Douglass Academy	12*	7%	2013*	43%	5124*	26%
Ferguson Academy	142*	71%	2013*	43%	5124*	26%
King High School	326*	59%	2013*	43%	5124*	26%
Miller Middle School	131*	75%	2013*	43%	5124*	26%
Murray-Wright High School	247*	33%	2013*	43%	5124*	26%
Southwestern High School	112*	20%	2013*	43%	5124*	26%
Western High School	90*	17%	2013*	43%	5124*	26%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

NINTH GRADE/STUDENT DAILY ATTENDANCE
June, 1996
(First Year Program)

Table 13 shows that Cass Technical H.S. (93%), Commerce H.S. (95%), Crockett H.S. (91%), Ferguson Academy (95%), King H.S. (92%), and Miller M.S. (94%) have better student daily attendance than the Area (84%) and the District (77%). Chadsey H.S. (71%), Douglass Academy (72%), Southwestern H.S. (74%), and Western H.S. (74%) have lower student daily attendance than the Area (84%) and the District (77%). Murray-Wright H.S. (84%) has the same student daily attendance as the Area (84%) but better than the District (77%).

TABLE 13
AREA A SCHOOLS NINTH GRADE
NUMBER AND PERCENT OF STUDENTS WITH STUDENT DAILY ATTENDANCE
1995-96

Name of School	School Average N	School Average Percent	Area Average N	Area Average Percent	District Average N	District Average Percent
Cass Technical High School	965*	93%	4511*	84%	18,332*	77%
Chadsey High School	396*	71%	4511*	84%	18,332*	77%
Commerce High School	80*	95%	4511*	84%	18,332*	77%
Crockett High School	185*	91%	4511*	84%	18,332*	77%
Douglass Academy	173*	72%	4511*	84%	18,332*	77%
Ferguson Academy	168*	95%	4511*	84%	18,332*	77%
King High School	568*	92%	4511*	84%	18,332*	77%
Miller Middle School	216*	94%	4511*	84%	18,332*	77%
Murray-Wright High School	684*	84%	4511*	84%	18,332*	77%
Southwestern High School	499*	74%	4511*	84%	18,332*	77%
Western High School	570*	74%	4511*	84%	18,332*	77%

*All numbers provided are from the district's data base, differences in totals are as reported in the disaggregated data program

Table 14 shows the number and percents of ninth grade students who have daily attendance of 92%+. Cass Technical H.S. (76%), Commerce H.S. (98%), Crockett H.S. (63%), Ferguson Academy (79%), King H.S. (71%) and Miller M.S. (76%) have higher percents of student daily attendance of 92%+ than the Area (46%) and the District (27%). Chadsey H.S. (14%), Douglass Academy (7%), Southwestern H.S. (19%), and Western H.S. (17%) have lower percents of student daily attendance of 92%+ than the Area (46%) and the District (27%). Murray-Wright H.S. (31%) has lower student daily attendance of 92%+ than the Area (46%) but higher than the District (27%).

TABLE 14
AREA A SCHOOLS HAVING NINTH GRADE
NUMBER AND PERCENT OF STUDENTS WITH 92%+ STUDENT DAILY ATTENDANCE
1995-96

Name of School	School Average N	School Average Percent	Area Average N	Area Average Percent	District Average N	District Average Percent
Cass Technical High School	729*	76%	2096*	46%	5015*	27%
Chadsey High School	54*	14%	2096*	46%	5015*	27%
Commerce High School	72*	90%	2096*	46%	5015*	27%
Crockett High School	117*	63%	2096*	46%	5015*	27%
Douglass Academy	12*	7%	2096*	46%	5015*	27%
Ferguson Academy	132*	79%	2096*	46%	5015*	27%
King High School	404*	71%	2096*	46%	5015*	27%
Miller Middle School	165*	76%	2096*	46%	5015*	27%
Murray-Wright High School	210*	31%	2096*	46%	5015*	27%
Southwestern High School	97*	19%	2096*	46%	5015*	27%
Western High School	97*	17%	2096*	46%	5015*	27%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

NINTH GRADE/STUDENT DAILY ATTENDANCE
June, 1997
(Second Year Program)

Table 15 shows that Cass Technical H.S. (93%), Commerce H.S. (97%), Crockett H.S. (94%), Ferguson Academy (97%), King H.S. (91%), and Miller M.S. (93%) have better student daily attendance than the Area (85%) and the District (77%). Chadsey H.S. (73%), Douglass Academy (77%), Southwestern H.S. (75%), Western H.S. (74%), and Murray-Wright H.S. (84%) have lower student daily attendance than the Area (85%) and the District (78%).

TABLE 15
AREA A SCHOOLS NINTH GRADE
NUMBER AND PERCENT OF STUDENTS WITH STUDENT DAILY ATTENDANCE
1996-97

Name of School	School Average N	School Average Percent	Area Average N	Area Average Percent	District Average N	District Average Percent
Cass Technical High School	1044*	93%	4592*	85%	17,553*	78%
Chadsey High School	389*	73%	4592*	85%	17,553*	78%
Commerce High School	112*	97%	4592*	85%	17,553*	78%
Crockett High School	229*	94%	4592*	85%	17,553*	78%
Douglass Academy	153*	77%	4592*	85%	17,553*	78%
Ferguson Academy	104*	97%	4592*	85%	17,553*	78%
King High School	539*	91%	4592*	85%	17,553*	78%
Miller Middle School	212*	93%	4592*	85%	17,553*	78%
Murray-Wright High School	824*	84%	4592*	85%	17,553*	78%
Southwestern High School	371*	75%	4592*	85%	17,553*	78%
Western High School	560*	74%	4592*	85%	17,553*	78%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

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Table 16 shows the number and percents of ninth grade students who have daily attendance of 92%+. Cass Technical H.S. (75%), Commerce H.S. (96%), Crockett H.S. (74%), Ferguson Academy (90%), King H.S. (64%) and Miller M.S. (74%) have higher percents of student daily attendance of 92%+ than the Area (49%) and the District (29%). Chadsey H.S. (17%), Douglass Academy (14%), Southwestern H.S. (18%), Western H.S. (20%), and Murray-Wright H.S. (34%) have lower percents of student daily attendance of 92%+ than the Area (49%) and the District (29%).

TABLE 16
AREA A SCHOOLS NINTH GRADE
NUMBER AND PERCENT OF STUDENTS WITH 92%+ STUDENT DAILY ATTENDANCE
1996-97

Name of School	School Average N	School Average Percent	Area Average N	Area Average Percent	District Average N	District Average Percent
Cass Technical High School	787*	75%	2255*	49%	5024*	29%
Chadsey High School	66*	17%	2255*	49%	5024*	29%
Commerce High School	107*	96%	2255*	49%	5024*	29%
Crockett High School	170*	74%	2255*	49%	5024*	29%
Douglass Academy	121*	14%	2255*	49%	5024*	29%
Ferguson Academy	94*	90%	2255*	49%	5024*	29%
King High School	347*	64%	2255*	49%	5024*	29%
Miller Middle School	151*	74%	2255*	49%	5024*	29%
Murray-Wright High School	283*	34%	2255*	49%	5024*	29%
Southwestern High School	66*	18%	2255*	49%	5024*	29%
Western High School	111*	20%	2255*	49%	5024*	29%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

CREDIT HOURS ATTEMPTED AND EARNED
June, 1995
(Before the Program)

Data in Table 17 show that the Area A schools' attempted credit hours is 55.0; the earned Area A schools' credit hours is 35.0 a difference of 20.0 credit hours. Cass Technical H.S., Commerce H.S., Crockett H.S., King H.S., Miller M.S. and Murray-Wright H.S. are above the Area and the District averages for both attempted and earned credit hours. Chadsey H.S., Douglass Academy, Ferguson Academy, Southwestern H.S. and Western H.S. are below the Area and the District averages for both attempted and earned credit hours.

TABLE 17
AREA A SCHOOLS CREDIT HOURS ATTEMPTED AND EARNED/
NINTH GRADE
June, 1995

Name of School	School Average Credit Hours			Area Average Credit Hours			District Average Credit Hours		
	N	Attempted	Earned	N	Attempted	Earned	N	Attempted	Earned
Cass Technical High School	870*	62.2	58.0	4754*	55.0	35.0	20,622*	48.5	32.8
Chadsey High School	506*	50.1	31.6	4754*	55.0	35.0	20,622*	48.5	32.8
Commerce High School	193*	62.3	50.7	4754*	55.0	35.0	20,622*	48.5	32.8
Crockett High School	152*	59.6	54.6	4754*	55.0	35.0	20,622*	48.5	32.8
Douglass Academy	175*	40.8	23.6	4754*	55.0	35.0	20,622*	48.5	32.8
Ferguson Academy	251*	43.7	22.0	4754*	55.0	35.0	20,622*	48.5	32.8
King High School	568*	64.8	58.5	4754*	55.0	35.0	20,622*	48.5	32.8
Miller Middle School	175*	55.3	47.4	4754*	55.0	35.0	20,622*	48.5	32.8
Murray-Wright High School	760*	57.9	40.9	4754*	55.0	35.0	20,622*	48.5	32.8
Southwestern High School	572*	49.2	31.4	4754*	55.0	35.0	20,622*	48.5	32.8
Western High School	529*	45.6	27.9	4754*	55.0	35.0	20,622*	48.5	32.8

*All numbers provided are from the district's data base; differences in totals includes all the 9th grade students in the school, the Area and the District.

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CREDIT HOURS ATTEMPTED AND EARNED
June, 1996
(First Year Program)

Data in Table 18 show that the Area A schools' attempted credit hours is 55.2; the earned Area A schools' credit hours is 44.0 a difference of 11.2 credit hours. Cass Technical H.S., Commerce H.S., Crockett H.S., King H.S. and Murray-Wright H.S. are above the Area and the District averages for both attempted and earned credit hours. Douglass Academy, Ferguson Academy, and Western H.S. are below the Area and the District averages. Chadsey H.S. is above the Area and the District for attempted credit hours and above the District for earned credit hours. Southwestern H.S. is below the Area's attempted and earned credit hours and above the District's attempted and earned credit hours.

TABLE 18
AREA A SCHOOLS CREDIT HOURS ATTEMPTED AND EARNED/
NINTH GRADE
June, 1996

Name of School	School Average Credit Hours			Area Average Credit Hours			District Average Credit Hours		
	N	Attempted	Earned	N	Attempted	Earned	N	Attempted	Earned
Cass Technical High School	972*	60.7	57.3	4752*	55.2	44.0	19,227*	49.7	34.4
Chadsey High School	400*	56.0	37.3	4752*	55.2	44.0	19,227*	49.7	34.4
Commerce High School	81*	65.1	54.5	4752*	55.2	44.0	19,227*	49.7	34.4
Crockett High School	185*	55.6	49.6	4752*	55.2	44.0	19,227*	49.7	34.4
Douglass Academy	188*	38.8	22.6	4752*	55.2	44.0	19,227*	49.7	34.4
Ferguson Academy	177*	32.9	21.8	4752*	55.2	44.0	19,227*	49.7	34.4
King High School	585*	63.7	58.1	4752*	55.2	44.0	19,227*	49.7	34.4
Miller Middle School	216*	55.2	50.2	4752*	55.2	44.0	19,227*	49.7	34.4
Murray-Wright High School	689*	57.8	42.6	4752*	55.2	44.0	19,227*	49.7	34.4
Southwestern High School	501*	52.2	34.5	4752*	55.2	44.0	19,227*	49.7	34.4
Western High School	578*	47.3	30.5	4752*	55.2	44.0	19,227*	49.7	34.4

*All numbers provided are from the district's data base, differences in totals includes all the 9th grade students in the school, the Area and the District.

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CREDIT HOURS ATTEMPTED AND EARNED
June, 1997
(Second Year Program)

Data in Table 19 show that the Area A schools' attempted credit hours is 56.0; the earned Area A schools' credit hours is 53.8 a difference of 2.2 credit hours. Cass Technical H.S., Commerce H.S., King H.S., Chadsey H.S., and Murray-Wright H.S. are above the Area and the District averages for both attempted and earned credit hours. Douglass Academy, Ferguson Academy, Western H.S., Crockett H.S., and Southwestern H.S. are below the Area and the District averages.

TABLE 19
AREA A SCHOOLS CREDIT HOURS ATTEMPTED AND EARNED/
NINTH GRADE
June, 1997

Name of School	School Average Credit Hours			Area Average Credit Hours			District Average Credit Hours		
	N	Attempted	Earned	N	Attempted	Earned	N	Attempted	Earned
Cass Technical High School	1044*	61.3	60.5	4545*	56.0	53.8	17,272*	49.7	46.9
Chadsey High School	389*	56.2	51.7	4545*	56.0	53.8	17,272*	49.7	46.9
Commerce High School	112*	68.5	67.5	4545*	56.0	53.8	17,272*	49.7	46.9
Crockett High School	229*	46.5	45.6	4545*	56.0	53.8	17,272*	49.7	46.9
Douglass Academy	153*	42.3	39.2	4545*	56.0	53.8	17,272*	49.7	46.9
Ferguson Academy	104*	22.1	20.7	4545*	56.0	53.8	17,272*	49.7	46.9
King High School	539*	63.9	62.6	4545*	56.0	53.8	17,272*	49.7	46.9
Miller Middle School	212*	55.0	54.3	4545*	56.0	53.8	17,272*	49.7	46.9
Murray-Wright High School	827*	59.6	56.8	4545*	56.0	53.8	17272*	49.7	46.9
Southwestern High School	371*	53.2	49.9	4545*	56.0	53.8	17272*	49.7	46.9
Western High School	560*	47.2	43.9	4545*	56.0	53.8	17272*	49.7	46.9

*All numbers provided are from the district's data base; differences in totals includes all the 9th grade students in the school, the Area and the District.

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METROPOLITAN ACHIEVEMENT TESTS
April, 1995
(Before the Program)

Data in Table 20 show that the Area's mean Normal Curve Equivalent (NCE) for reading is 43.9; the District's mean NCE is 36.5 and the National mean NCE is 50.0. Cass Technical H.S. (55.8) and King H.S. (50.7) are above Area's mean NCE (43.9), the District's mean NCE (36.5) and the National mean NCE (50.0). All the other schools Chadsey H.S. (35.2), Commerce H.S. (39.2), Crockett H.S. (35.2), Douglass Academy (26.9), Ferguson Academy (30.1), Miller M.S. (43.2), Murray-Wright H.S. (32.5), Southwestern H.S. (39.7) and Western H.S. (33.1) are below the Area (43.9). Cass Technical H.S., Commerce H.S., King H.S., Miller M.S., and Southwestern H.S. are above the District's mean NCE (36.5). All the other schools Chadsey H.S., Crockett H.S. Douglass Academy, Ferguson Academy, Murray-Wright H.S. and Western H.S. are below the District's mean NCE (36.5). All the schools in Area except Cass Technical H.S. (55.8) and King H.S. (50.7) are below the National mean NCE (50.0).

TABLE 20
AREA A SCHOOLS NINTH GRADE
METROPOLITAN ACHIEVEMENT TEST (READING)
April, 1995

	N	Mean NCE	GME*
Area	2825**	43.9	8.5
District	9066**	36.5	7.6
National		50.0	9.7

Name of School	N	Mean NCE	GME*
Cass Technical High School	794**	55.8	10.5
Chadsey High School	178**	35.2	7.1
Commerce High School	175**	39.2	7.9
Crockett High School	111**	35.2	7.1
Douglass Academy	20**	26.9	5.5
Ferguson Academy	29**	30.1	6.6
King High School	459**	50.7	9.8
Miller Middle School	166**	43.2	7.3
Murray-Wright High School	427**	32.5	6.8
Southwestern High School	257**	39.7	8.1
Western High School	209**	33.1	6.8

* GME = Grade Mean Equivalent
** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

Data in Table 21 show that the Area's mean NCE for mathematics is 42.8; the District's mean NCE is 36.5 and the National mean NCE is 50.0. Cass Technical H.S. (55.8) and King H.S. (52.3) are above the Area's, the District's and the National mean NCE's. All the other schools are below the Area and the National mean NCE's. Miller M.S., Chadsey H.S., Commerce H.S. and King H.S. are above the District's mean NCE (36.5). All the other schools in the Area are below the District's mean NCE (36.5).

TABLE 21
AREA A SCHOOLS NINTH GRADE
METROPOLITAN ACHIEVEMENT TEST (MATHEMATICS)
April, 1995

	N	Mean NCE	GME*
Area	2841**	42.8	8.0
District	9066**	36.5	7.5
National		50.0	9.7

Name of School	N	Mean NCE	GME*
Cass Technical High School	793**	55.8	10.5
Chadsey High School	178**	38.0	7.2
Commerce High School	175**	40.8	7.7
Crockett High School	112**	32.6	6.6
Douglass Academy	24**	33.8	6.2
Ferguson Academy	33**	25.1	6.1
King High School	459**	52.3	10.3
Miller Middle School	169**	37.0	6.8
Murray-Wright High School	432**	28.2	5.0
Southwestern High School	255**	33.7	5.9
Western High School	208**	34.4	6.7

* GME = Grade Mean Equivalent
** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

METROPOLITAN ACHIEVEMENT TESTS
April, 1996
(First Year Program)

Data in Table 22 show that the Area's mean NCE for reading is 44.0; the District's mean NCE is 36.5 and the National mean NCE is 50.0. Cass Technical H.S. (55.9) and King H.S. (50.4) are above the Area's mean NCE (44.0) and the National mean NCE is (50.0). All the other schools are below the Area's (44.0) and the National mean NCE (50.0). Cass Technical H.S. (55.9), Commerce H.S. (40.9), King H.S. (50.4), Miller M.S. (38.8) and Southwestern H.S. (39.7) are above the District's mean NCE (36.5). All the other schools Chadsey H.S. (35.1), Crockett H.S. (35.7), Douglass Academy (22.0), Ferguson Academy (28.7), Murray-Wright H.S. (32.0) and Western H.S. (34.4) are below the District's mean NCE (36.5).

TABLE 22
AREA A SCHOOLS NINTH GRADE
METROPOLITAN ACHIEVEMENT TEST (READING)
April, 1996

		Mean	
	N	NCE	GME*
Area	2972**	44.0	8.6
District	9003**	36.5	7.7
National		50.0	9.7

		Mean	
Name of School	N	NCE	GME*
Cass Technical High School	891**	55.9	10.5
Chadsey High School	170**	35.1	7.1
Commerce High School	74**	40.9	8.4
Crockett High School	145**	35.7	7.3
Douglass Academy	83**	22.0	5.7
Ferguson Academy	14**	28.7	6.4
King High School	496**	50.4	9.8
Miller Middle School	193**	38.8	7.3
Murray-Wright High School	393**	32.0	6.7
Southwestern High School	257**	39.7	8.1
Western High School	256**	34.4	6.9

* GME = Grade Mean Equivalent
** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

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Data in Table 23 show that the Area's mean NCE for mathematics is 46.6; the District's mean NCE is 39.2 and the National mean NCE is 50.0. Cass Technical H.S. (59.3), and King H.S. (55.1) are above the Area's mean (46.6), the District's mean NCE (40.1) and the National (50.0). Commerce H.S. (47.3) is above the Area's mean NCE (46.6) and the District's mean NCE (39.2), however, is below the National mean NCE (50.0). All the other schools Chadsey H.S. (39.4), Crockett H.S. (34.9), Douglass Academy (23.0), Ferguson Academy (36.1), Miller M.S. (33.1), Murray-Wright H.S. (35.1), Southwestern H.S. (39.7) and Western H.S. (38.2) are below the Area's mean NCE (46.6), the District's mean NCE (39.2) and the National mean NCE (50.0).

TABLE 23
AREA A SCHOOLS NINTH GRADE
METROPOLITAN ACHIEVEMENT TEST (MATHEMATICS)
April, 1996

	N	Mean NCE	GME*
Area	2957**	46.6	8.9
District	8971**	39.2	7.6
National		50.0	9.7

Name of School	N	Mean NCE	GME*
Cass Technical High School	900**	59.3	11.2
Chadsey High School	170**	39.4	7.5
Commerce High School	74**	47.3	8.8
Crockett High School	150**	34.9	6.8
Douglass Academy	66**	23.0	5.7
Ferguson Academy	14**	36.1	6.8
King High School	496**	55.1	10.5
Miller Middle School	193**	33.1	5.8
Murray-Wright High School	378**	35.1	6.8
Southwestern High School	255**	39.7	8.1
Western High School	261**	38.2	7.3

* GME = Grade Mean Equivalent
** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

METROPOLITAN ACHIEVEMENT TESTS
April, 1997
(Second Year Program)

Data in Table 24 show that the Area's mean NCE for reading is 44.0; the District's mean NCE is 36.9 and the National mean NCE is 50.0. Cass Technical H.S. (55.9), Commerce H.S. (42.0), and King H.S. (50.4) are above the Area's mean NCE (44.0) and the National mean NCE is (50.0). All the other schools are below the Area's (44.0) and the National mean NCE (50.0) except Crockett H.S. (37.4) is above the Area's (35.6).

TABLE 24
AREA A SCHOOLS HAVING NINTH GRADE
METROPOLITAN ACHIEVEMENT TEST (READING)
April, 1997

	N	Mean NCE	GME*
Area	2935**	41.4	8.6
District	8613**	35.6	7.1
National		50.0	9.7

Name of School	N	Mean NCE	GME*
Cass Technical High School	927**	54.2	10.3
Chadsey High School	179**	26.5	6.2
Commerce High School	108**	42.0	8.7
Crockett High School	111**	37.4	7.7
Douglass Academy	60**	21.3	5.7
Ferguson Academy	35**	30.9	6.6
King High School	453**	48.1	9.6
Miller Middle School	188**	33.7	6.8
Murray-Wright High School	442**	30.4	6.6
Southwestern High School	204**	32.9	8.8
Western High School	228**	31.8	6.7

* GME = Grade Mean Equivalent
** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

Data in Table 25 show that the Area's mean NCE for mathematics is 46.1; the District's mean NCE is 40.0 and the National mean NCE is 50.0. Cass Technical H.S. (54.8), and King H.S. (52.6) are above the Area's mean (46.1), the District's mean NCE (40.0) and the National (50.0). All the other schools Chadsey H.S. (45.5), Crockett H.S. (42.9), Douglass Academy (30.4), Ferguson Academy (30.2), Miller M.S. (33.5), Murray-Wright H.S. (40.0), Southwestern H.S. (37.1), and Western H.S. (37.5) are below the Area's mean NCE (46.1), the District's mean NCE (40.0) and the National mean NCE (50.0).

TABLE 25
AREA A SCHOOLS NINTH GRADE
METROPOLITAN ACHIEVEMENT TEST (MATHEMATICS)
April, 1997

	N	Mean NCE	GME*
Area	2980**	46.1	8.7
District	8648**	40.0	7.6
National		50.0	9.7

Name of School	N	Mean NCE	GME*
Cass Technical High School	941**	54.8	10.1
Chadsey High School	178**	45.5	8.3
Commerce High School	108**	46.0	8.6
Crockett High School	111**	42.9	7.8
Douglass Academy	62**	30.4	6.5
Ferguson Academy	32**	30.2	6.5
King High School	457**	52.6	10.3
Miller Middle School	189**	33.5	6.7
Murray-Wright High School	466**	40.0	7.5
Southwestern High School	207**	37.1	6.9
Western High School	229**	37.5	7.0

* GME = Grade Mean Equivalent
** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

NINTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
1995
(Before the Program)

Table 26 shows the number and percent of incoming 9th grade students leaving school. Miller M.S. (13.79), Cass Technical H.S. (6.33), Commerce H.S. (9.53), Crockett H.S. (7.02) and King H.S. (8.83) have lower percents of students leaving school than the Area (21.43) and the District (27.10). Murray-Wright H.S. (22.86) has higher percents of incoming 9th grade students leaving school than the Area (21.43) but lower than the District (27.10). Chadsey H.S. (45.05), Douglass Academy (55.40), Ferguson Academy (55.55), Southwestern H.S. and Western H.S. (35.98) have higher percents of incoming 9th grade students leaving school than the Area (21.43) and the District (27.10).

TABLE 26
AREA A SCHOOLS WITH INCOMING NINTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
June, 1995

Name of School	School			Area			District		
	Number Left**	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Cass Technical High School	54	853	6.33	774	3613	21.43	3411	12,585	27.10
Chadsey High School	155	344	45.05	774	3613	21.43	3411	12,585	27.10
Commerce High School	18	189	9.53	774	3613	21.43	3411	12,585	27.10
Crockett High School	9	128	7.02	774	3613	21.43	3411	12,585	27.10
Douglass Academy	41	74	55.40	774	3613	21.43	3411	12,585	27.10
Ferguson Academy	55	99	55.55	774	3613	21.43	3411	12,585	27.10
King High School	46	521	8.83	774	3613	21.43	3411	12,585	27.10
Miller Middle School	23	167	13.79	774	3613	21.43	3411	12,585	27.10
Murray-Wright High School	131	573	22.86	774	3613	21.43	3411	12,585	27.10
Southwestern High School	120	326	36.81	774	3613	21.43	3411	12,585	27.10
Western High School	122	339	35.98	774	3613	21.43	3411	12,585	27.10

*Students leaving school/District refers to the students who left the school or district. There are two categories of these students: a. Students who continued their education in another school system or attended night school. b. Students who discontinued their schooling. The reasons stated are as follow:

a. Continued Education: night school, transferred to another public school and transferred to other states/countries.
b. Discontinued Education: non-return, lost to institutions, suspended, moved/cannot locate, overage and other (voluntary).

**"Number Left" includes all students who left school as indicated in the (a) and (b) categories above.
See Appendices B-G - Reasons for leaving school listed by school (1995-97)

NINTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
1996
(First Year Program)

Table 27 shows the number and percent of incoming 9th grade students leaving school. Miller M.S. (9.13), Cass Technical H.S. (7.42), Commerce H.S. (6.85), Crockett H.S. (3.15), King H.S. (4.37), Murray-Wright H.S. (11.85) have lower percents of incoming 9th grade students leaving school than the Area (13.94) and the District (17.34). Chadsey H.S. (37.32), Douglass Academy (37.32), Ferguson Academy (50.84), Southwestern H.S. (23.12) and Western H.S. (25.40) have higher percents of incoming 9th grade students leaving school than the Area (13.94) and the District (17.34).

TABLE 27
AREA A SCHOOLS WITH INCOMING NINTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
June, 1996

Name of School	School			Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Cass Technical High School	73	984	7.42	503	3607	13.94	2110	12,167	17.34
Chadsey High School	95	313	30.34	503	3607	13.94	2110	12,167	17.34
Commerce High School	5	73	6.85	503	3607	13.94	2110	12,167	17.34
Crockett High School	5	159	3.15	503	3607	13.94	2110	12,167	17.34
Douglass Academy	25	67	37.32	503	3607	13.94	2110	12,167	17.34
Ferguson Academy	30	59	50.84	503	3607	13.94	2110	12,167	17.34
King High School	24	549	4.37	503	3607	13.94	2110	12,167	17.34
Miller Middle School	19	208	9.13	503	3607	13.94	2110	12.167	17.34
Murray-Wright High School	61	514	11.85	503	3607	13.94	2110	12,167	17.34
Southwestern High School	71	307	23.12	503	3607	13.94	2110	12,167	17.34
Western High School	95	374	25.40	503	3607	17.56	2110	12,167	17.34

*See Appendix C for specific reasons leaving school - by school (1996)

NINTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
1997
(Second Year Program)

Table 28 shows the number and percent of incoming 9th grade students leaving school. Miller M.S. (1.44), Cass Technical H.S. (3.89), Commerce H.S. (1.77), Crockett H.S. (4.44), King H.S. (3.62), Murray-Wright H.S. (5.38) have lower percents of incoming 9th grade students leaving school than the Area (7.85) and the District (8.78). Chadsey H.S. (15.57), Douglass Academy (32.14), Ferguson Academy (66.67), Southwestern H.S. (12.25) and Western H.S. (13.83) have higher percents of incoming 9th grade students leaving school than the Area (7.85) and the District (8.78).

TABLE 28
AREA A SCHOOLS WITH INCOMING NINTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
June, 1997

Name of School	School			Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Cass Technical High School	41	1064	3.85	290	3690	7.85	994	11,324	8.78
Chadsey High School	43	276	15.57	290	3690	7.85	994	11,324	8.78
Commerce High School	2	113	1.77	290	3690	7.85	994	11,324	8.78
Crockett High School	6	135	4.44	290	3690	7.85	994	11,324	8.78
Douglass Academy	18	56	32.14	290	3690	7.85	994	11,324	8.78
Ferguson Academy	38	57	66.67	290	3690	7.85	994	11,324	8.78
King High School	19	525	3.62	290	3690	7.85	994	11,324	8.78
Miller Middle School	3	208	1.44	290	3690	7.85	994	11,324	8.78
Murray-Wright High School	35	650	5.38	290	3690	7.85	994	11,324	8.78
Southwestern High School	32	261	12.25	290	3690	7.85	994	11,324	8.78
Western High School	48	347	13.83	290	3690	7.85	994	11,324	8.78

*See Appendix D for specific reasons leaving school - by school (1997)

NINTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT* 1995 (Before the Program)

Table 29 shows the number and percent of 9th grade students (repeating courses) leaving school. Cass Technical H.S. (26.92), Commerce H.S. (0.00), Crockett H.S. (38.90) and King H.S. (0.00) have lower percents of 9th grade students (repeating courses) leaving school than the Area (56.65) and the District (57.85). Chadsey H.S. (66.65), Douglass Academy (64.39), Ferguson Academy (51.48), Miller M.S. (60.00), Murray-Wright H.S. (43.68), Southwestern H.S. (51.31) and Western H.S. (75.93) have higher percents of 9th grade students (repeating courses) leaving school than the Area (56.65) and the District (57.85).

TABLE 29
AREA A SCHOOLS WITH NINTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
June, 1995

Name of School	School			Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Cass High School	7	26	26.92	451	796	56.65	3204	5538	57.85
Chadsey High School	102	153	66.65	451	796	56.65	3204	5538	57.85
Commerce High School	0	0	0.00	451	796	56.65	3204	5538	57.85
Crockett High School	7	18	38.90	451	796	56.65	3204	5538	57.85
Douglass Academy	47	73	64.39	451	796	56.65	3204	5538	57.85
Ferguson Academy	52	101	51.48	451	796	56.65	3204	5538	57.85
King High School	0	0	0.00	451	796	56.65	3204	5538	57.85
Miller Middle School	3	5	60.00	451	796	56.65	3204	5538	57.85
Murray-Wright High School	52	119	43.68	451	796	56.65	3204	5538	57.85
Southwestern High School	99	193	51.31	451	796	56.65	3204	5538	57.85
Western High School	82	108	75.93	451	796	56.65	3204	5538	57.85

*See Appendix E for specific reasons leaving school - by school (1995)

NINTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
1996
(First Year Program)

Table 30 shows the number and percent of 9th grade students (repeating courses) leaving school. Cass Technical H.S. (16.67), Commerce H.S. (0.00), Crockett H.S. (8.33) and King H.S. (28.57), Murray-Wright H.S. (44.00) and Southwestern H.S. (43.80) have lower percents of 9th grade students (repeating courses) leaving school than the Area (49.70) and the District (45.92). Chadsey H.S. (60.29), Douglass Academy (62.00), Ferguson Academy (51.64), Western H.S. (50.26) and Miller M.S. (100.00) have higher percents of 9th grade students (repeating courses) leaving school than the Area (49.70) and the District (45.92).

TABLE 30
AREA A SCHOOLS WITH NINTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
June, 1996

Name of School	School			Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Cass Technical High School	1	6	16.67	411	827	49.70	2575	5607	45.92
Chadsey High School	85	141	60.29	411	827	49.70	2575	5607	45.92
Commerce High School	0	0	0.00	411	827	49.70	2575	5607	45.92
Crockett High School	1	12	8.33	411	827	49.70	2575	5607	45.92
Douglass Academy	44	71	62.00	411	827	49.70	2575	5607	45.92
Ferguson Academy	47	91	51.64	411	827	49.70	2575	5607	45.92
King High School	2	7	28.57	411	827	49.70	2575	5607	45.92
Miller Middle School	1	1	100.00	411	827	49.70	2575	5607	45.92
Murray-Wright High School	81	184	44.00	411	827	49.70	2575	5607	45.92
Southwestern High School	60	137	43.80	411	827	49.70	2575	5607	45.92
Western High School	89	177	50.26	411	827	49.70	2575	5607	45.92

*See Appendix F for specific reasons leaving school - by school (1996)

NINTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
1997
(Second Year Program)

Table 31 shows the number and percent of 9th grade students (repeating courses) leaving school. Cass Technical H.S. (14.28), Commerce H.S. (6.67), Crockett H.S. (17.14), King H.S. (19.72), Murray-Wright H.S. (23.04) and Southwestern H.S. (23.49) have lower percents of 9th grade students (repeating courses) leaving school than the Area (26.82) and the District (22.92). Chadsey H.S. (29.31), Douglass Academy (32.81), Ferguson Academy (54.00), and Western H.S. (25.93) have higher percents of 9th grade students (repeating courses) leaving school than the Area (26.82) and the District (22.92).

TABLE 31
AREA A SCHOOLS WITH NINTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
June, 1997

Name of School	School			Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Cass Technical High School	2	14	14.28	284	1059	26.82	1136	4957	22.92
Chadsey High School	34	116	29.31	284	1059	26.82	1136	4957	22.92
Commerce High School	1	15	6.67	284	1059	26.82	1136	4957	22.92
Crockett High School	6	35	17.14	284	1059	26.82	1136	4957	22.92
Douglass Academy	21	64	32.81	284	1059	26.82	1136	4957	22.92
Ferguson Academy	54	100	54.00	284	1059	26.82	1136	4957	22.92
King High School	29	147	19.72	284	1059	26.82	1136	4957	22.92
Murray-Wright High School	53	230	23.04	284	1059	26.82	1136	4957	22.92
Southwestern High School	35	149	23.49	284	1059	26.82	1136	4957	22.92
Western High School	49	189	25.93	284	1059	26.82	1136	4957	22.92

*See Appendix G for specific reasons leaving school - by school (1997)

TABLE 32

AREA A SCHOOLS WITH INCOMING NINTH GRADE STUDENTS REASONS FOR LEAVING SCHOOL/DISTRICT*
June, 1995
(Before the Program)

Table 32 shows that there were 3613 students who were enrolled in Area A schools during the 1994-95 school year. Seven hundred seventy-four (774) students (21.43%) left school during the school year. Two hundred seventy-three (273) students (7.56%) continued their education in night school or in another school system. Five hundred one (501) students (13.87%) discontinued their education during the 1994-95 school year which is lower than the district (18.28%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Group A: Continued School						
a. Night School	27	3613	0.75	275	12,585	2.18
b. Transfer to a Michigan School	159	3613	4.40	600	12,585	4.77
c. Transfer to Other States/Countries	87	3613	2.41	235	12,585	1.87
Subtotal	273		7.56	1110		8.82
Group B: Discontinued School						
d. Non-Return	128	3613	3.54	824	12,585	6.55
e. Suspended	19	3613	0.53	71	12,585	0.56
f. Lost to Institutions	29	3613	0.80	50	12,585	0.39
g. Moved/Cannot Locate	119	3613	3.29	669	12,585	5.32
h. Overage	105	3613	2.91	388	12,585	3.08
i. Other (Voluntary)	101	3613	2.80	299	12,585	2.39
Subtotal	501		13.87	2301		18.28
Grand Total	774		21.43	3411		27.10

*See Appendix B for individual schools (1995)

TABLE 33

AREA A SCHOOLS WITH INCOMING NINTH GRADE STUDENTS REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1996

(First Year Program)

Table 33 shows that there were 3607 students who were enrolled in Area A schools during the 1995-96 school year. Five hundred three (503) students (13.95%) left school during the school year. One hundred ninety-four (194) students (5.38%) continued their education in night school or another public school district. Three hundred nine (309) students (8.57%) discontinued their education during the 1995-96 school year which is lower than the district (11.70%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Group A: Continued School						
a. Night School	11	3607	0.30	117	12,167	0.96
b. Transfer to a Michigan School	131	3607	3.64	425	12,167	3.49
c. Transfer to Other States/Countries	52	3607	1.44	145	12,167	1.19
Subtotal	194		5.38	687		5.64
Group B: Discontinued School						
d. Non-Return	147	3607	4.08	729	12,167	5.99
e. Suspended	7	3607	0.19	23	12,167	0.19
f. Lost to Institutions	1	3607	0.03	4	12,167	0.03
g. Moved/Cannot Locate	57	3607	1.58	378	12,167	3.11
h. Overage	40	3607	1.11	125	12,167	1.02
i. Other (Voluntary)	57	3607	1.58	164	12,167	1.36
Subtotal	309		8.57	1423		11.70
Grand Total	503		13.95	2110		17.34

*See Appendix C for individual schools (1996)

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TABLE 34

AREA A SCHOOLS WITH INCOMING NINTH GRADE STUDENTS REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1997

(Second Year Program)

Table 34 shows that there were 3690 students who were enrolled in Area A schools during the 1996-97 school year. Two hundred ninety (290) students (7.86%) left school during the school year. One hundred twenty-three (123) students (3.33%) continued their education in night school or another public school district. One hundred sixty-seven (167) students (4.53%) discontinued their education during the 1996-97 school year which is lower than the district (8.78%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Group A: Continued School						
a. Night School	4	3690	0.11	40	11,324	0.35
b. Transfer to a Michigan School	81	3690	2.20	279	11,324	2.47
c. Transfer to Other States/Countries	38	3690	1.02	93	11,324	0.82
Subtotal	123		3.33	412		3.64
Group B: Discontinued School						
d. Non-Return	12	3690	0.33	164	11,324	1.45
e. Suspended	2	3690	0.05	4	11,324	0.03
f. Lost to Institutions	1	3690	0.03	7	11,324	0.06
g. Moved/Cannot Locate	92	3690	2.49	274	11,324	2.42
h. Overage	28	3690	0.76	60	11,324	0.53
i. Other (Voluntary)	32	3690	0.87	73	11,324	0.65
Subtotal	167		4.53	582		5.14
Grand Total	290		7.86	994		8.78

*See Appendix D for individual schools (1997)

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TABLE 35

AREA A SCHOOLS WITH NINTH GRADE STUDENTS (REPEATING COURSES) REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1995

(Before the Program)

Table 35 shows that there were 796 students who didn't have enough credit hours to be classified as 10th graders and they were repeating all or some of the courses. Four hundred fifty-one (451) students (56.66%) left school during the school year. One hundred sixteen (116) students (14.57%) continued their education in night school or another public school district. Three hundred thirty-five (335) students (42.09%) discontinued their education during the 1994-95 school year which is lower than the district (42.79%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Group A: Continued School						
a. Night School	41	796	5.15	488	5538	8.81
b. Transfer to a Michigan School	56	796	7.03	269	5538	4.86
c. Transfer to Other States/Countries	19	796	2.39	77	5538	1.39
Subtotal	116		14.57	834		15.06
Group B: Discontinued School						
d. Non-Return	51	796	6.41	567	5538	10.24
e. Suspended	20	796	2.51	111	5538	2.00
f. Lost to Institutions	20	796	2.51	27	5538	0.49
g. Moved/Cannot Locate	90	796	11.31	710	5538	12.82
h. Overage	91	796	11.93	701	5538	12.65
i. Other (Voluntary)	63	796	7.91	254	5538	4.59
Subtotal	335		42.09	2370		42.79
Grand Total	451		56.66	3204		57.85

*See Appendix E for individual schools (1995)

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TABLE 36

AREA A SCHOOLS WITH NINTH GRADE STUDENTS (REPEATING COURSES) REASONS FOR LEAVING SCHOOL/DISTRICT*
June, 1996
(First Year Program)

Table 36 shows that there were 827 students who didn't have enough credit hours to be classified as 10th graders and they were repeating all or some of the courses. Four hundred eleven (411) students (49.70%) left school during the school year. One hundred (100) students (12.09%) continued their education in night school or another public school district. Three hundred eleven (311) students (37.61%) discontinued their education during the 1995-96 school year which is higher than the district (34.72%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Group A: Continued School						
a. Night School	31	827	3.75	304	5607	5.42
b. Transfer to a Michigan School	53	827	6.41	273	5607	4.87
c. Transfer to Other States/Countries	16	827	1.93	51	5607	0.91
Subtotal	100		12.09	628		11.20
Group B: Discontinued School						
d. Non-Return	76	827	9.19	826	5607	14.73
e. Suspended	10	827	1.21	20	5607	0.36
f. Lost to Institutions	2	827	0.24	11	5607	0.20
g. Moved/Cannot Locate	80	827	9.68	545	5607	9.72
h. Overage	85	827	10.28	370	5607	6.60
i. Other (Voluntary)	58	827	7.01	175	5607	3.12
Subtotal	311		37.61	1947		34.72
Grand Total	411		49.70	2575		45.92

*See Appendix F for individual schools (1996)

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TABLE 37

AREA A SCHOOLS WITH NINTH GRADE STUDENTS (REPEATING COURSES) REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1997

(Second Year Program)

Table 37 shows that there were 1059 students who didn't have enough credit hours to be classified as 10th graders and they were repeating all or some of the courses. Two hundred eighty-four (284) students (26.81%) left school during the school year. Eighty-five (85) students (8.02%) continued their education in night school or another public school district. One hundred ninety-nine (199) students (18.79%) discontinued their education during the 1996-97 school year which is higher than the district (22.92%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Group A: Continued School						
a. Night School	19	1059	1.79	110	4957	2.22
b. Transfer to a Michigan School	52	1059	4.91	169	4957	3.41
c. Transfer to Other States/Countries	14	1059	1.32	42	4957	0.85
Subtotal	85		8.02	321		6.48
Group B: Discontinued School						
d. Non-Return	18	1059	1.70	223	4957	4.50
e. Suspended	3	1059	0.28	6	4957	0.12
f. Lost to Institutions	3	1059	0.28	9	4957	0.18
g. Moved/Cannot Locate	92	1059	8.69	339	4957	6.84
h. Overage	48	1059	4.53	158	4957	3.19
i. Other (Voluntary)	35	1059	3.31	80	4957	1.61
Subtotal	199		18.79	815		16.44
Grand Total	284		26.81	1136		22.92

*See Appendix G for individual schools (1997)

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PRESENTATION AND ANALYSIS OF PRODUCT DATA
GRADE 10

There were seven (7) product variables presented in this section:

a. Grade Point Averages (GPA's) (1)	6/1996 and 6/1997
b. Attendance (Days Absent (1)	6/1996 and 6/1997
c. Credit hours attempted and earned (2)	6/1996 and 6/1997
d. Metropolitan Achievement Tests (Reading and Mathematics) (2)	4/1996 and 4/1997
e. Educational Status of Students (1)	6/1996 and 6/1997

TENTH GRADE/GRADE POINT AVERAGES
June, 1996
(Not exposed to the Ninth Grade Restructuring)

Table 38 shows that Cass Technical H.S. (2.7), Crockett H.S. (2.3), Commerce H.S. have GPA's higher than both the Area (2.1) and the District (1.8). Douglas Academy (1.8) and Western H.S. (1.8) have the same GPA's as the District (1.8) but lower than the Area (2.1). Murray-Wright H.S. (1.9) and Southwestern H.S. (1.9) have higher GPA's than the District (1.8) but lower than the Area (2.1). Commerce H.S. (2.1) and King H.S. (2.1) have the same GPA's as the Area (2.1) but higher than the District (1.8).

TABLE 38
AREA A SCHOOLS TENTH GRADE/
GRADE POINT AVERAGES
1995-96

Name of School	School Average N	School Average GPA	Area Average N	Area Average GPA	District Average N	District Average GPA
Cass Technical High School	672*	2.7	3048*	2.1	11,286*	1.8
Chadsey High School	249*	1.7	3048*	2.1	11,286*	1.8
Commerce High School	145*	2.1	3048*	2.1	11,286*	1.8
Crockett High School	131*	2.3	3048*	2.1	11,286*	1.8
Douglass Academy	56*	1.8	3048*	2.1	11,286*	1.8
Ferguson Academy	111*	1.7	3048*	2.1	11,286*	1.8
King High School	623*	2.1	3048*	2.1	11,286*	1.8
Murray-Wright High School	437*	1.9	3048*	2.1	11,286*	1.8
Southwestern High School	314*	1.9	3048*	2.1	11,286*	1.8
Western High School	310*	1.8	3048*	2.1	11,286*	1.8

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

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Table 39 shows that Cass Technical H.S. (85%), Southwestern H.S. (53%), Commerce H.S. (59%), Crockett H.S. (65%) and King H.S. (57%) have higher percents of students with GPA's of 2.0+ than the Area (45%) and the District (49%). Chadsey H.S. (45%), Douglass Academy (48%), Murray-Wright H.S. (48%) and Western H.S. (44%) have lower percents of students with GPA's of 2.0+ than the Area (45%) and the District (48%).

TABLE 39
AREA A SCHOOLS TENTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH 2.0+ GRADE POINT AVERAGES
1995-96

Name of School	School Average		Area Average		District Average	
	N	Percent	N	Percent	N	Percent
Cass Technical High School	568*	85%	1380*	45%	5477*	49%
Chadsey High School	113*	45%	1380*	45%	5477*	49%
Commerce High School	186*	59%	1380*	45%	5477*	49%
Crockett High School	85*	65%	1380*	45%	5477*	49%
Douglass Academy	27*	48%	1380*	45%	5477*	49%
Ferguson Academy	55*	50%	1380*	45%	5477*	49%
King High School	356*	57%	1380*	45%	5477*	49%
Murray-Wright High School	211*	48%	1380*	45%	5477*	49%
Southwestern High School	166*	53%	1380*	45%	5477*	49%
Western High School	137*	44%	1380*	45%	5477*	49%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

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TENTH GRADE/GRADE POINT AVERAGES
June, 1997
(Exposed to the Ninth Grade Restructuring)

Table 40 shows that Cass Technical H.S. (2.4) and Crockett H.S. (2.3), have higher GPA's than the Area (2.2) and the District (1.8). Chadsey H.S. (1.7) and Western H.S. (1.7) have lower GPA's than the Area (2.2) and the District (1.8). Douglass Academy (1.8) and Southwester (1.8) have the same GPA's as the District (1.8) but lower than the Area (2.2). Ferguson Academy (2.0), King H.S. (2.1) and Murray-Wright H.S. (2.0) have higher GPA's than the District (1.8) but lower than the Area (2.2).

TABLE 40
AREA A SCHOOLS TENTH GRADE/
GRADE POINT AVERAGES
1996-97

Name of School	School Average N	School Average GPA	Area Average N	Area Average GPA	District Average N	District Average GPA
Cass Technical High School	722*	2.4	2979*	2.2	11,013*	1.8
Chadsey High School	224*	1.7	2979*	2.2	11,013*	1.8
Commerce High School	65*	2.2	2979*	2.2	11,013*	1.8
Crockett High School	173*	2.3	2979*	2.2	11,013*	1.8
Douglass Academy	79*	1.8	2979*	2.2	11,013*	1.8
Ferguson Academy	100*	2.0	2979*	2.2	11,013*	1.8
King High School	631*	2.1	2979*	2.2	11,013*	1.8
Murray-Wright High School	338*	2.0	2979*	2.2	11,013*	1.8
Southwestern High School	279*	1.8	2979*	2.2	11,013*	1.8
Western High School	350*	1.7	2979*	2.2	11,013*	1.8

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

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Table 41 shows that Cass Technical H.S. (93%), Commerce H.S. (72%) and Crockett H.S. (65%), have higher percents of students with GPA's of 2.0+ than the Area (64%) and the District (49%). Chadsey H.S. (43%), Southwestern H.S. (45%) and Western H.S. (45%) have lower percents of stuents with GPA's of 2.0+ than the Area (64%) and the District (49%). Douglass Academy (53%), Ferguson Academy (55%) and King H.S. (62%) have lower GPA's than the Area (64%) but higher than the District (49%).

TABLE 41
AREA A SCHOOLS TENTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITN 2.0+ GRADE POINT AVERAGES
1996-97

Name of School	School Average N	School Average Percent	Area Average N	Area Average Percent	District Average N	District Average Percent
Cass Technical High School	671*	93%	1907*	64%	5420*	49%
Chadsey High School	97*	43%	1907*	64%	5420*	49%
Commerce High School	47*	72%	1907*	64%	5420*	49%
Crockett High School	85*	65%	1907*	64%	5420*	49%
Douglass Academy	42*	53%	1907*	64%	5420*	49%
Ferguson Academy	55*	55%	1907*	64%	5420*	49%
King High School	392*	62%	1907*	64%	5420*	49%
Murray-Wright High School	188*	56%	1907*	64%	5420*	49%
Southwestern High School	125*	45%	1907*	64%	5420*	49%
Western High School	159*	45%	1907*	64%	5420*	49%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

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TENTH GRADE/STUDENT DAILY ATTENDANCE
June, 1996
(Not exposed to the Ninth Grade Restructuring)

Table 42 shows that Cass Technical H.S. (92%), Commerce H.S. (95%), Crockett H.S. (92%), King H.S. (2.3) and Miller M.S. (2.0) have higher GPA's than the Area (1.9) and the District (1.5). Chadsey H.S. (1.4), Douglass Academy (1.3), Ferguson Academy (1.4), Murray-Wright H.S. (1.6), Southwestern H.S. (1.5) and Western H.S. (1.3) have lower GPA's than the Area (1.9) and the District (1.5).

TABLE 42
AREA A SCHOOLS TENTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH STUDENT AVERAGE DAILY ATTENDANCE
1995-96

Name of School	School Average N	School Average Percent	Area Average N	Area Average Percent	District Average N	District Average Percent
Cass Technical High School	672*	92%	3048*	86%	11,286*	80%
Chadsey High School	149*	74%	3048*	86%	11,286*	80%
Commerce High School	145*	95%	3048*	86%	11,286*	80%
Crockett High School	131*	92%	3048*	86%	11,286*	80%
Douglass Academy	56*	74%	3048*	86%	11,286*	80%
Ferguson Academy	111*	95%	3048*	86%	11,286*	80%
King High School	623*	88%	3048*	86%	11,286*	80%
Murray-Wright High School	437*	85%	3048*	86%	11,286*	80%
Southwestern High School	314*	80%	3048*	86%	11,286*	80%
Western High School	310*	77%	3048*	86%	11,286*	80%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

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Table 43 shows the number and percents of ninth grade students who have daily attendance of 92%+. Cass Technical H.S. (71%), Commerce H.S. (88%), Crockett H.S. (68%), Ferguson Academy (71%), King H.S. (59%) and Miller M.S. (75%) have higher percents of student daily attendance of 92%+ than the Area (43%) and the District (26%). Chadsey H.S. (13%), Douglass Academy (7%), Southwestern H.S. (20%), and Western H.S. (17%) have lower percents of student daily attendance of 92%+ than the Area (43%) and the District (26%). Murray-Wright H.S. (33%) has lower percent of student daily attendance of 92%+ than the Area (43%) but higher than the District (26%).

TABLE 43
AREA A SCHOOLS TENTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH 92%+ STUDENT DAILY ATTENDANCE
1995-96

Name of School	School Average N	School Average Percent	Area Average N	Area Average Percent	District Average N	District Average Percent
Cass Technical High School	439*	65%	3048*	86%	3267*	29%
Chadsey High School	48*	19%	3048*	86%	3267*	29%
Commerce High School	123*	85%	3048*	86%	3267*	29%
Crockett High School	85*	65%	3048*	86%	3267*	29%
Douglass Academy	6*	11%	3048*	86%	3267*	29%
Ferguson Academy	92*	83%	3048*	86%	3267*	29%
King High School	301*	48%	3048*	86%	3267*	29%
Murray-Wright High School	140*	32%	3048*	86%	3267*	29%
Southwestern High School	84*	27%	3048*	86%	3267*	29%
Western High School	62*	20%	3048*	86%	3267*	29%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

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TENTH GRADE/STUDENT DAILY ATTENDANCE
June, 1997
(Exposed to the Ninth Grade Restructuring)

Table 44 shows that Cass Technical H.S. (93%), Commerce H.S. (95%), Crockett H.S. (93%), Ferguson Academy (93%), King H.S. (90%) and Miller M.S. (93%) have better student daily attendance than the Area (83%) and the District (77%). Chadsey H.S. (68%), Douglass Academy (73%), Southwestern H.S. (73%) and Western H.S. (71%) have lower student daily attendance than the Area (83%) and the District (77%). Murray-Wright H.S. (83%) has similar student daily attendance as the Area (83%) but has better student daily attendance than the District (77%).

TABLE 44
AREA A SCHOOLS TENTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH STUDENT DAILY ATTENDANCE
1996-97

Name of School	School Average N	School Average Percent	Area Average N	Area Average Percent	District Average N	District Average Percent
Cass Technical High School	722*	94%	4592*	85%	11,013*	80%
Chadsey High School	224*	75%	4592*	85%	11,013*	80%
Commerce High School	65*	97%	4592*	85%	11,013*	80%
Crockett High School	173*	89%	4592*	85%	11,013*	80%
Douglass Academy	79*	80%	4592*	85%	11,013*	80%
Ferguson Academy	100*	97%	4592*	85%	11,013*	80%
King High School	631*	86%	4592*	85%	11,013*	80%
Murray-Wright High School	338*	86%	4592*	85%	11,013*	80%
Southwestern High School	279*	76%	4592*	85%	11,013*	80%
Western High School	350*	75%	4592*	85%	11,013*	80%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

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Table 45 shows that Cass Technical H.S. (80%), Commerce H.S. (70%), Crockett H.S. (65%), King H.S. (67%) and Miller M.S. (57%) have higher percents of students with GPA's of 2.0+ than the Area (51%) and the District (36%). Chadsey H.S. (33%), Douglass Academy (27%), Ferguson Academy (39%), Murray-Wright H.S. (37%), Southwestern H.S. (35%) and Western H.S. (27%) have lower percents of students with GPA's of 2.0+ than the Area (51%) and the District (36%).

TABLE 45
AREA A SCHOOLS TENTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH 92%+ STUDENT DAILY ATTENDANCE (SDA)
1996-97

Name of School	School Average N	School Average Percent	Area Average N	Area Average Percent	District Average N	District Average Percent
Cass Technical High School	785*	75%	2255*	49%	3207*	29%
Chadsey High School	66*	17%	2255*	49%	3207*	29%
Commerce High School	107*	96%	2255*	49%	3207*	29%
Crockett High School	170*	74%	2255*	49%	3207*	29%
Douglass Academy	21*	14%	2255*	49%	3207*	29%
Ferguson Academy	94*	90%	2255*	49%	3207*	29%
King High School	345*	64%	2255*	49%	3207*	29%
Murray-Wright High School	283*	34%	2255*	49%	3207*	29%
Southwestern High School	66*	18%	2255*	49%	3207*	29%
Western High School	111*	20%	2255*	49%	3207*	29%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

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CREDIT HOURS ATTEMPTED AND EARNED
June, 1996
(Not exposed to the Ninth Grade Restructuring)

Data in Table 46 show that the Area A schools' attempted credit hours is 55.0; the earned Area A schools' credit hours is 35.0 a difference of 20.0 credit hours. Cass Technical H.S., Commerce H.S., Crockett H.S., King H.S., Miller M.S. and Murray-Wright H.S. are above the Area and the District averages for both attempted and earned credit hours. Chadsey H.S., Douglass Academy, Ferguson Academy, Southwestern H.S. and Western H.S. are below the Area and the District averages for both attempted and earned credit hours.

TABLE 46
AREA A SCHOOLS CREDIT HOURS ATTEMPTED AND EARNED/
TENTH GRADE
June, 1995-96

Name of School	School Average Credit Hours			Area Average Credit Hours			District Average Credit Hours		
	N	Attempted	Earned	N	Attempted	Earned	N	Attempted	Earned
Cass Technical High School	673*	62.3	61.8	3061*	58.5	52.0	11,326*	51.8	48.7
Chadsey High School	249*	58.6	55.4	3061*	58.5	52.0	11,326*	51.8	48.7
Commerce High School	145*	64.0	62.5	3061*	58.5	52.0	11,326*	51.8	48.7
Crockett High School	131*	68.4	67.4	3061*	58.5	52.0	11,326*	51.8	48.7
Douglass Academy	56*	45.0	42.9	3061*	58.5	52.0	11,326*	51.8	48.7
Ferguson Academy	114*	34.2	32.3	3061*	58.5	52.0	11,326*	51.8	48.7
King High School	632*	60.9	59.2	3061*	58.5	52.0	11,326*	51.8	48.7
Murray-Wright High School	437*	60.6	58.1	3061*	58.5	52.0	11,326*	51.8	48.7
Southwestern High School	314*	55.5	53.5	3061*	58.5	52.0	11,326*	51.8	48.7
Western High School	310*	51.5	49.3	3061*	58.5	52.0	11,326*	51.8	48.7

*All numbers provided are from the district's data base; differences in totals includes all the 9th grade students in the school, the Area and the District.

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CREDIT HOURS ATTEMPTED AND EARNED
June, 1997
(Exposed to the Ninth Grade Restructuring)

Data in Table 47 show that the Area A schools' attempted credit hours is 55.2; the earned Area A schools' credit hours is 44.0 a difference of 11.2 credit hours. Cass Technical H.S., Commerce H.S., Crockett H.S., King H.S. and Murray-Wright H.S. are above the Area and the District averages for both attempted and earned credit hours. Douglass Academy, Ferguson Academy, and Western H.S. are below the Area and the District averages. Chadsey H.S. is above the Area and the District for attempted credit hours and above the District for earned credit hours. Southwestern H.S. is below the Area's attempted and earned credit hours and above the District's attempted and earned credit hours.

TABLE 47
AREA A SCHOOLS CREDIT HOURS ATTEMPTED AND EARNED/
TENTH GRADE
June, 1996-97

Name of School	School Average Credit Hours			Area Average Credit Hours			District Average Credit Hours		
	N	Attempted	Earned	N	Attempted	Earned	N	Attempted	Earned
Cass Technical High School	722*	62.5	62.2	2961*	58.1	57.0	10,926*	53.5	51.4
Chadsey High School	224*	56.8	53.6	2961*	58.1	57.0	10,926*	53.5	51.4
Commerce High School	65*	64.0	62.2	2961*	58.1	57.0	10,926*	53.5	51.4
Crockett High School	173*	69.0	67.9	2961*	58.1	57.0	10,926*	53.5	51.4
Douglass Academy	79*	49.2	47.1	2961*	58.1	57.0	10,926*	53.5	51.4
Ferguson Academy	100*	33.0	31.6	2961*	58.1	57.0	10,926*	53.5	51.4
King High School	631*	61.5	59.9	2961*	58.1	57.0	10,926*	53.5	51.4
Murray-Wright High School	338*	61.5	59.6	2961*	58.1	57.0	10,926*	53.5	51.4
Southwestern High School	279*	55.9	53.1	2961*	58.1	57.0	10,926*	53.5	51.4
Western High School	350*	49.5	47.1	2961*	58.1	57.0	10,926*	53.5	51.4

*All numbers provided are from the district's data base; differences in totals includes all the 9th grade students in the school, the Area and the District.

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METROPOLITAN ACHIEVEMENT TESTS
April, 1996
(Not exposed to the Ninth Grade Restructuring)

Data in Table 48 show that the Area's mean Normal Curve Equivalent (NCE) for reading is 40.6; the District's mean NCE is 34.6 and the National mean NCE is 50.0. Cass Technical H.S. (56.0) and King H.S. (43.2) are above Area's mean NCE (40.6), the District's mean NCE (34.6) and the National mean NCE (50.0). All the other schools Chadsey H.S. (28.7), Commerce H.S. (37.9), Crockett H.S. (31.9), Douglass Academy (23.0), Ferguson Academy (26.4), Murray-Wright H.S. (30.4), Southwestern H.S. and Western H.S. (30.8) are below the Area (40.6). Cass Technical H.S., Commerce H.S., and King H.S. are above the District's mean NCE (34.6). All the other schools Chadsey H.S., Crockett H.S. Douglass Academy, Ferguson Academy, Murray-Wright H.S. and Western H.S. are below the District's mean NCE (34.6). All the schools in Area except Cass Technical H.S. (56.0) is below the National mean NCE (50.0).

TABLE 48
AREA A SCHOOLS TENTH GRADE/
METROPOLITAN ACHIEVEMENT TEST (READING)*
April, 1995-96

	N	Mean NCE	GME**
Area	2277	40.6	9.7
District	7280	34.6	8.8
National		50.0	10.7

Name of School	N	Mean NCE	GME**
Cass Technical High School	624	56.0	PHS***
Chadsey High School	124	28.7	7.7
Commerce High School	120	37.9	9.3
Crockett High School	112	31.9	8.3
Douglass Academy	36	23.0	6.6
Ferguson Academy	27	26.4	7.0
King High School	492	43.2	10.1
Murray-Wright High School	358	30.4	7.9
Southwestern High School			
Western High School	211	30.8	7.9

* All numbers provided are from the files of the Office of Research, Evaluation and Assessment.
** GME = Grade Mean Equivalent
*** Past high school

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Data in Table 49 show that the Area's mean NCE for mathematics is 44.1; the District's mean NCE is 35.7 and the National mean NCE is 50.0. Cass Technical H.S. (58.8) is above the Area's, the District's and the National mean NCE's. Commerce H.S. (36.4) and King H.S. (37.0) are above the District (35.7) but below the Area (44.1). All the other schools are below the Area and the National mean NCE's. All the other schools in the Area are below the District's mean NCE (35.7).

TABLE 49
AREA A SCHOOLS TENTH GRADE/
METROPOLITAN ACHIEVEMENT TEST (MATHEMATICS)*
April, 1995-96

	N	Mean NCE	GME**
Area	2326	44.1	10.4
District	7227	35.7	8.5
National		50.0	10.7

Name of School	N	Mean NCE	GME**
Cass Technical High School	632	58.8	PHS***
Chadsey High School	124	34.0	7.9
Commerce High School	120	36.4	8.6
Crockett High School	111	27.9	6.9
Douglass Academy	33	19.9	6.3
Ferguson Academy	25	24.5	6.7
King High School	491	37.0	8.6
Murray-Wright High School	347	33.8	7.9
Southwestern High School	173	33.1	7.8
Western High School	206	32.5	7.8

* All numbers provided are from the files of the Office of Research, Evaluation and Assessment.
** GME = Grade Mean Equivalent
*** Past high school

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METROPOLITAN ACHIEVEMENT TESTS
April, 1997
(Exposed to the Ninth Grade Restructuring)

Data in Table 50 show that the Area's mean NCE for reading is 41.2; the District's mean NCE is 34.7 and the National mean NCE is 50.0. Cass Technical H.S. (55.9) is above the Area's mean NCE (41.2), District (34.7) and the National mean NCE is (50.0). All the other schools are below the Area's (41.2) and the National mean NCE (50.0). Cass Technical H.S. (55.9), Commerce H.S. (38.4), King H.S. (45.2), and Western H.S. (39.9) are above the District's mean NCE (34.7). All the other schools Chadsey H.S. (30.9), Crockett H.S. (33.8), Douglass Academy (19.1), Ferguson Academy (34.7), and Murray-Wright H.S. (30.9) are below the District's mean NCE (34.7).

TABLE 50
AREA A SCHOOLS TENTH GRADE/
METROPOLITAN ACHIEVEMENT TEST (READING)*
April, 1996-97

	N	Mean NCE	GME**
Area	2297	41.2	9.8
District	6976	34.7	8.9
National		50.0	10.7

Name of School	N	Mean NCE	GME**
Cass Technical High School	675	55.9	PHS***
Chadsey High School	135	30.9	8.1
Commerce High School	56	38.4	9.4
Crockett High School	154	33.8	8.8
Douglass Academy	40	19.1	6.3
Ferguson Academy	24	32.1	8.1
King High School	524	45.2	10.5
Murray-Wright High School	300	30.9	7.9
Southwestern High School	165	32.8	8.6
Western High School	224	39.9	9.9

* All numbers provided are from the files of the Office of Research, Evaluation and Assessment.
** GME = Grade Mean Equivalent
*** Past high school

Data in Table 51 show that the Area's mean NCE for mathematics is 44.1; the District's mean NCE is 36.4 and the National mean NCE is 50.0. Cass Technical H.S. (57.4), and King H.S. (45.2) are above the Area's mean (44.1), the District's mean NCE (36.4) and the National (50.0). Commerce H.S. (39.7), Chadsey H.S. (38.5), Murray-Wright H.S. (36.6) and Western H.S. (39.9) are below the Area's mean NCE (44.1) and above the District's mean NCE (36.4), however, is below the National mean NCE (50.0). All the other schools Douglass Academy (21.1), Ferguson Academy (30.2), and Southwestern H.S. (30.4) are below the Area's mean NCE (44.1), the District's mean NCE (36.4) and the National mean NCE (50.0).

TABLE 51
AREA A SCHOOLS TENTH GRADE/
METROPOLITAN ACHIEVEMENT TEST (MATHEMATICS)*
April, 1996-97

	N	Mean NCE	GME**
Area	2326	44.1	10.4
District	6960	36.4	8.6
National		50.0	10.7

Name of School	N	Mean NCE	GME**
Cass Technical High School	683	57.4	PHS***
Chadsey High School	136	38.5	8.8
Commerce High School	56	39.7	9.8
Crockett High School	153	31.8	7.8
Douglass Academy	41	21.1	6.5
Ferguson Academy	26	30.2	7.5
King High School	527	45.2	10.5
Murray-Wright High School	315	36.6	8.5
Southwestern High School	161	30.4	7.6
Western High School	228	39.9	9.9

* All numbers provided are from the files of the Office of Research, Evaluation and Assessment.
** GME = Grade Mean Equivalent
*** Past high school

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TENTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
1996
(Not exposed to the Ninth Grade Restructuring)

Table 52 shows the number and percent of incoming 10th grade students leaving school. Cass Technical H.S. (1.35), Commerce H.S. (0.00), Crockett H.S. (4.96), King H.S. (2.96) and Murray-Wright H.S. (4.94) have lower percents of students leaving school than the Area (5.57) and the District (6.74). Southwestern H.S. (5.65) has higher percents of incoming 10th grade students leaving school than the Area (5.57) but lower than the District (6.74). Chadsey H.S. (13.60), Douglass Academy (25.93), Ferguson Academy (24.61), and Western H.S. (12.90) have higher percents of incoming 10th grade students leaving school than the Area (5.57) and the District (6.74).

TABLE 52
AREA A SCHOOLS WITH INCOMING TENTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
June, 1995-96

Name of School	School			Area			District		
	Number Left**	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Cass Technical High School	9	666	1.35	134	2406	5.57	517	7667	6.74
Chadsey High School	28	206	13.60	134	2406	5.57	517	7667	6.74
Commerce High School	0	0	0.00	134	2406	5.57	517	7667	6.74
Crockett High School	6	121	4.96	134	2406	5.57	517	7667	6.74
Douglass Academy	7	27	25.93	134	2406	5.57	517	7667	6.74
Ferguson Academy	14	65	24.61	134	2406	5.57	517	7667	6.74
King High School	17	573	2.96	134	2406	5.57	517	7667	6.74
Murray-Wright High School	19	385	4.94	134	2406	5.57	517	7667	6.74
Southwestern High School	10	177	5.65	134	2406	5.57	517	7667	6.74
Western High School	24	186	12.90	134	2406	5.57	517	7667	6.74

*Students leaving school/District refers to the students who left the school or district. There are two categories of these students: a. Students who continued their education in another school system or attended night school. b. Students who discontinued their schooling. The reasons stated are as follow:

a. Continued Education: night school, transferred to another public school and transferred to other states/countries.
b. Discontinued Education: non-return, lost to institutions, suspended, moved/cannot locate, overage and other (voluntary).

**"Number Left" includes all students who left school as indicated in the (a) and (b) categories above.
See Appendices H-K - Reasons for leaving school listed by school (1995-97)

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TENTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
1997
(Exposed to the Ninth Grade Restructuring)

Table 53 shows the number and percent of incoming 10th grade students leaving school. Cass Technical H.S. (1.66), Crockett H.S. (2.90), King H.S. (3.03) and Murray-Wright H.S. (2.98) have lower percents of incoming 10th grade students leaving school than the Area (5.28) and the District (6.60). Chadsey H.S. (8.84), commerce H.S. (12.28), Douglass Academy (15.56), Ferguson Academy (45.45), Southwestern H.S. (9.90) and Western H.S. (11.33) have higher percents of incoming 10th grade students leaving school than the Area (5.28) and the District (6.60).

TABLE 53
AREA A SCHOOLS WITH INCOMING TENTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
June, 1996-97

Name of School	School			Area			District		
	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Cass Technical High School	12	722	1.66	125	2367	5.28	502	7602	6.60
Chadsey High School	13	147	8.84	125	2367	5.28	502	7602	6.60
Commerce High School	7	57	12.28	125	2367	5.28	502	7602	6.60
Crockett High School	4	138	2.90	125	2367	5.28	502	7602	6.60
Douglass Academy	7	45	15.56	125	2367	5.28	502	7602	6.60
Ferguson Academy	15	33	45.45	125	2367	5.28	502	7602	6.60
King High School	16	528	3.03	125	2367	5.28	502	7602	6.60
Murray-Wright High School	9	302	2.98	125	2367	5.28	502	7602	6.60
Southwestern High School	19	192	9.90	125	2367	5.28	502	7602	6.60
Western High School	23	203	11.33	125	2367	5.28	502	7602	6.60

*See Appendix I for specific reasons leaving school - by school (1997)

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TENTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT* 1996

(Not exposed to the Ninth Grade Restructuring)

Table 54 shows the number and percent of 10th grade students (repeating courses) leaving school. Cass Technical H.S. (19.04), Commerce H.S. (0.00), Crockett H.S. (12.50) King H.S. (0.00) and Southwestern H.S. (43.80) have lower percents of 10th grade students (repeating courses) leaving school than the Area (29.56) and the District (24.17). Chadsey H.S. (41.77), Douglass Academy (45.83), Ferguson Academy (31.03), Murray-Wright H.S. (31.11) and Western H.S. (38.71) have higher percents of 10th grade students (repeating courses) leaving school than the Area (29.56) and the District (24.17).

TABLE 54
AREA A SCHOOLS WITH TENTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT*
June, 1995-96

Name of School	School			Area			District		
	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Cass Technical High School	4	21	19.04	120	406	29.56	705	2917	24.17
Chadsey High School	33	79	41.77	120	406	29.56	705	2917	24.17
Commerce High School	0	0	0.00	120	406	29.56	705	2917	24.17
Crockett High School	1	8	12.50	120	406	29.56	705	2917	24.17
Douglass Academy	11	24	45.83	120	406	29.56	705	2917	24.17
Ferguson Academy	9	29	31.03	120	406	29.56	705	2917	24.17
King High School	0	0	0.00	120	406	29.56	705	2917	24.17
Murray-Wright High School	14	45	31.11	120	406	29.56	705	2917	24.17
Southwestern High School	12	107	11.21	120	406	29.56	705	2917	24.17
Western High School	36	93	38.71	120	406	29.56	705	2917	24.17

*See Appendix J for specific reasons leaving school - by school (1996)

TABLE 55

AREA A SCHOOLS WITH TENTH GRADE STUDENTS (REPEATING COURSES) REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1997

(Exposed to the Ninth Grade Restructuring)

Table 55 shows the number and percent of 10th grade students (repeating courses) leaving school. . Cass Technical H.S. (0.00), Crockett H.S. (13.64), Douglass Academy (10.53) and Murray-Wright H.S. (15.38) have lower percents of 10th grade students (repeating courses) leaving school than the Area (26.69) and the District (21.68). Chadsey H.S. (27.91), Ferguson Academy (44.78), King H.S. (27.91) and Western H.S. (34.74) have higher percents of 10th grade students (repeating courses) leaving school than the Area (26.69) and the District (21.68). Southwestern H.S. (21.92) has lower percents of 10th grade students (repeating courses) leaving school than the Area (26.69) but higher than the District (21.68).

Name of School	School			Area			District		
	Number Left**	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Cass Technical High School	0	0	0.00	154	577	26.69	597	2753	21.68
Chadsey High School	24	86	27.91	154	577	26.69	597	2753	21.68
Commerce High School	4	16	25.00	154	577	26.69	597	2753	21.68
Crockett High School	3	22	13.64	154	577	26.69	597	2753	21.68
Douglass Academy	2	19	10.53	154	577	26.69	597	2753	21.68
Ferguson Academy	30	67	44.78	154	577	26.69	597	2753	21.68
King High School	24	82	27.91	154	577	26.69	597	2753	21.68
Murray-Wright High School	18	117	15.38	154	577	26.69	597	2753	21.68
Southwestern High School	16	73	21.92	154	577	26.69	597	2753	21.68
Western High School	33	95	34.74	154	577	26.69	597	2753	21.68

*See Appendix K for specific reasons leaving school - by school (1997)

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TABLE 56

AREA A SCHOOLS WITH INCOMING TENTH GRADE STUDENTS REASONS FOR LEAVING SCHOOL/DISTRICT*
June, 1996
(Not exposed to the Ninth Grade Restructuring)

Table 56 shows that there were 2406 students who enrolled in Area A schools during the 1995-96 school year. One hundred thirty-four (134) students (5.57%) left school during the school year. Seventy-nine (79) students (3.28%) continued their education in night school or another public school district. Fifty-five (55) students (2.29%) discontinued their education during the 1995-96 school year which is lower than the district (3.18%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Group A: Continued School						
a. Night School	6	2406	0.24	67	7667	0.87
b. Transfer to a Michigan School	42	2406	1.75	144	7667	1.88
c. Transfer to Other States/Countries	31	2406	1.29	62	7667	0.81
Subtotal	79		3.28	273		3.56
Group B: Discontinued School						
d. Non-Return	5	2406	0.21	37	7667	0.48
e. Suspended	4	2406	0.17	9	7667	0.12
f. Lost to Institutions	2	2406	0.08	4	7667	0.05
g. Moved/Cannot Locate	19	2406	0.79	89	7667	1.16
h. Overage	15	2406	0.62	76	7667	0.99
i. Other (Voluntary)	10	2406	0.42	29	7667	0.38
Subtotal	55		2.29	244		3.18
Grand Total	134		5.57	517		6.74

*See Appendix H for individual schools (1996)

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TABLE 57

AREA A SCHOOLS WITH INCOMING TENTH GRADE STUDENTS REASONS FOR LEAVING SCHOOL/DISTRICT*
June, 1997
(Exposed to the Ninth Grade Restructuring)

Table 57 shows that there were 2367 students who were enrolled in Area A schools during the 1996-97 school year. One hundred twenty-five (125) students (5.28%) left school during the school year. Sixty-one (61) students (2.58%) continued their education in night school or in another school system. Sixty-four (64) students (2.70%) discontinued their education during the 1996-97 school year which is lower than the district (3.98%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Group A: Continued School						
a. Night School	4	2367	0.17	30	7602	0.40
b. Transfer to a Michigan School	40	2367	1.69	121	7602	1.59
c. Transfer to Other States/Countries	17	2367	0.72	48	7602	0.63
Subtotal	61		2.58	199		2.62
Group B: Discontinued School						
d. Non-Return	3	2367	0.13	55	7602	0.72
e. Suspended	1	2367	0.04	3	7602	0.04
f. Lost to Institutions	0	2367	0.08	0	7602	0.00
g. Moved/Cannot Locate	29	2367	1.22	153	7602	2.01
h. Overage	18	2367	0.76	58	7602	0.76
i. Other (Voluntary)	13	2367	0.55	34	7602	0.45
Subtotal	64		2.70	303		3.98
Grand Total	125		5.28	502		6.60

*See Appendix I for individual schools (1997)

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TABLE 58

AREA A SCHOOLS WITH TENTH GRADE STUDENTS (REPEATING COURSES) REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1996

(Not exposed to the Ninth Grade Restructuring)

Table 58 shows that there were 406 students who didn't have enough credit hours to be classified as 11th graders and they were repeating all or some of the courses. One hundred twenty (120) students (29.55%) left school during the school year. Forty (40) students (9.85%) continued their education in night school or another public school district. Eighty (80) students (19.70%) discontinued their education during the 1995-96 school year which is higher than the district (16.22%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Group A: Continued School						
a. Night School	13	406	3.20	106	2917	3.63
b. Transfer to a Michigan School	21	406	5.17	109	2917	3.74
c. Transfer to Other States/Countries	6	406	1.48	17	2917	0.58
Subtotal	40		9.85	232		7.95
Group B: Discontinued School						
d. Non-Return	0	406	0.00	81	2917	2.78
e. Suspended	2	406	0.49	5	2917	0.17
f. Lost to Institutions	0	406	0.00	2	2917	0.07
g. Moved/Cannot Locate	28	406	6.90	150	2917	5.14
h. Overage	40	406	9.85	198	2917	6.79
i. Other (Voluntary)	10	406	2.46	37	2917	1.27
Subtotal	80		19.70	473		16.22
Grand Total	120		29.55	705		24.17

*See Appendix J for individual schools (1996)

TABLE 59

AREA A SCHOOLS WITH TENTH GRADE STUDENTS (REPEATING COURSES) REASONS FOR LEAVING SCHOOL/DISTRICT*
June, 1997
(Exposed to the Ninth Grade Restructuring)

Table 59 shows that there were 577 students who didn't have enough credit hours to be classified as 11th graders and they were repeating all or some of the courses. One hundred fifty-four (154) students (26.69%) left school during the school year. Forty-four (44) students (7.63%) continued their education in night school or another public school district. One hundred ten (110) students (19.06%) discontinued their education during the 1996-97 school year which is higher than the district (15.88%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Group A: Continued School						
a. Night School	14	577	2.43	73	2753	2.65
b. Transfer to a Michigan School	24	577	4.16	64	2753	2.32
c. Transfer to Other States/Countries	6	577	1.04	23	2753	0.84
Subtotal	44		7.63	160		5.81
Group B: Discontinued School						
d. Non-Return	17	577	2.94	119	2753	4.32
e. Suspended	2	577	0.35	3	2753	0.11
f. Lost to Institutions	0	577	0.00	1	2753	0.04
g. Moved/Cannot Locate	46	577	7.97	174	2753	6.32
h. Overage	36	577	6.24	108	2753	3.92
i. Other (Voluntary)	9	577	1.56	32	2753	1.16
Subtotal	110		19.06	437		15.88
Grand Total	154		26.69	597		21.68

*See Appendix K for individual schools (1997)

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CONCLUSIONS

Summary of findings based on the data.

A. Principals' Perceptions of the Program

- Six (6) principals commented on twelve (12) statements.
- Mean average of all the positive statements is ninety-six percent (96%)
- Problems with the implementation:
  - unable to efficiently access funds (3)
  - adequate staffing
  - housing students in one part of the building
- Major strengths of the program:
  - additional funds appropriated to assist our students
  - additional support services
  - block scheduling
  - staff commitment
  - parent participation
- Major weaknesses of the program:
  - failure to provide the necessary funds (3)
  - inability to house ninth graders in the same area of the building
  - duration of the program and teacher selection
- Suggestions for improvement
  - provide adequate staffing (3)
  - utilization of block scheduling
  - provide more assistance in the attendance area
  - easier accessibility to funds
- Success of parental involvement
  - parents volunteered to assist ninth graders

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B. Teachers' Perceptions of the Program

- Fifty-eight (58) teachers responded to nineteen (19) statements.
- Mean average of all the positive statements is ninety percent (90%)
- Problems with the implementation:
  - attendance is still a major problem
  - no funds were available for incentive programs
  - not enough parental support
  - teachers need common time to get together and discuss things
- Major strengths of the program:
  - school tutorial program (4)
  - summer school restructuring (4)
  - more individual attention given by teachers (3)
  - getting help after school from your teachers (4)
  - tutorial services during and after school (4)
  - dedicated teachers (4)
  - having administrators in charge of the program (4)
- Major weaknesses of the program:
  - not enough extra-curricular activities (3)
  - lack of funds (3)
  - lack of field trips (3)
  - lack of parental support (4)
- Suggestions for improvement
  - more hands-on learning
  - able to go on more field trips (3)
- Success of parental involvement
  - unaware of parental involvement (4)
  - parents were cooperative and supportive (3)
  - moderately successful
  - parental involvement was very week

C. Students' Perceptions of the Program

- One hundred sixty-four (164) students commented on twenty (20) statements.
- Mean average of all the positive statements is eighty-six percent (86%).
- Liked best about the program:
  - it was a good feeling to know that teachers care about students (14)
  - met a lot of people and made new friends (6)
  - enjoyed one-to-one help (25)
  - enjoyed the field trips (8)
- Liked least about the program:
  - too much work (7)
  - dress code too strict (7)
  - poor attitude of some teachers (9)
  - disrespectful students in the classroom (7)

D. Ninth Grade Administrators' Perceptions of the Program

- Seven (7) Ninth Grade Administrators commented on twelve (12) statements.
- The mean average of all the positive statements is ninety-five percent (95%).
- Problems in implementing the program:
  - no explicit directions or guidelines provided
  - funds were not accessible
  - inconsistency of parental support
  - collaborative efforts need planning
- Major strengths of the program:
  - additional funds are needed
  - additional support services
  - after school tutorial program
  - support of administration, staff, parents and students
  - smaller classes
  - summer school restructuring program

- Major weaknesses of the program:
  - inability to fully implement the program
  - lack of financial resources to purchase needed resources
  - lack of parental support
- Suggestions for improvement
  - easier accessibility to funds (3)
  - ability to customize program
  - central level to provide necessary training (2)
- Success of parental involvement
  - very successful parental involvement
  - parental component was not totally successful (2)
  - parental component needs strengthening

NINTH GRADE DATA*

E. 1. Grade Point Averages (1995)

- Schools' grade point average ranged from 1.2 to 2.6
- Area's grade point average is 1.8
- District's grade point average is 1.5

2. Grade Point Averages (1996)

- Schools' grade point average (GPA) average ranged from 1.3 to 2.6
- Area's grade point average is 1.9
- District's grade point average is 1.5

3. Grade Point Averages (1997)

- Schools' grade point average (GPA) average ranged from 1.3 to 2.6
- Area's grade point average is 2.0
- District's grade point average is 1.5

F. 1. Student Daily Attendance (1995)

- Schools' daily attendance average ranged from 68% to 95%
- Area's daily attendance average is 83%
- District's daily attendance average is 77%

*The 1995 data (Without the Program) compared to 1996 and1997 data (With the Program).

2. Student Daily Attendance (1996)

- Schools' daily attendance average ranged from 71% to 95%
- Area's daily attendance average is 84%
- District's daily attendance average is 77%

3. Student Daily Attendance (1997)

- Schools' daily attendance average ranged from 73% to 97%
- Area's daily attendance average is 85%
- District's daily attendance average is 78%

G. 1. Credit Hours Attempted and Earned (1995)

- Schools' average credit hours attempted ranged from 40.8 to 64.8
- Schools' average credit hours earned ranged from 22.0 to 58.5
- Area's average of credit hours attempted is 55.0
- Area's average of credit hours earned is 35.0
- District's average credit hours attempted is 48.5
- District's average credit hours earned is 32.8

2. Credit Hours Attempted and Earned (1996)

- Schools' average credit hours attempted ranged from 32.9 to 65.1
- Schools' average credit hours earned ranged from 21.8 to 58.1
- Area's average credit hours attempted is 55.2
- Area's average credit hours earned is 44.0
- District's average credit hours attempted is 49.7
- District's average credit hours earned is 34.4

3. Credit Hours Attempted and Earned (1997)

- Schools' average credit hours attempted ranged from 22.1 to 68.5
- Schools' average credit hours earned ranged from 20.7 to 67.5
- Area's average credit hours attempted is 56.0
- Area's average credit hours earned is 53.8
- District's average credit hours attempted is 49.7
- District's average credit hours earned is 46.9

H. 1. Metropolitan Achievement Test (Reading) (1995)

- Schools' grade mean equivalent (GME) ranged from 5.5 to 10.5
- Area's GME average is 8.5
- District's GME average is 7.6
- National GME average is 9.7

2. Metropolitan Achievement Test (Mathematics) (1995)

- Schools' grade mean equivalent (GME) ranged from 5.0 to 10.5
- Area's GME average is 8.0
- District's GME average is 7.5
- National GME average is 9.7

3. Metropolitan Achievement Test (Reading) (1996)

- Schools' grade mean equivalent (GME) ranged from 5.7 to 10.5
- Area's GME average is 8.6
- District's GME average is 7.7
- National GME average is 9.7

4. Metropolitan Achievement Test (Mathematics) (1996)

- Schools' grade mean equivalent (GME) ranged from 5.7 to 11.2
- Area's GME average is 8.9
- District's GME average is 7.6
- National GME average is 9.7

5. Metropolitan Achievement Test (Reading) (1997)

- Schools' grade mean equivalent (GME) ranged from 5.7 to 10.3
- Area's GME average is 8.6
- District's GME average is 7.1
- National GME average is 9.7

6. Metropolitan Achievement Test (Mathematics) (1997)

- Schools' grade mean equivalent (GME) ranged from 6.5 to 10.3
- Area's GME average is 8.7
- District's GME average is 7.6
- National GME average is 9.7

I. 1. **Incoming 9th Grade Students Leaving School* (1995)**

- Schools' discontinued average rate ranged from 2.79% to 36.49%
- Area's discontinued rate is 13.87%
- District's discontinued rate is 18.28%

2. **Incoming 9th Grade Students Leaving School* (1996)**

- Schools' discontinued average rate ranged from 0.00% to 47.45%
- Area's discontinued rate is 8.57%
- District's discontinued rate is 11.70%

3. **Incoming 9th Grade Students Leaving School* (1997)**

- Schools' discontinued average rate ranged from 0.49% to 66.66%
- Area's discontinued rate is 4.53%
- District's discontinued rate is 5.14%

4. **Ninth Grade Students (Repeating Courses) Leaving School* (1995)**

- Schools' discontinued average rate ranged from 0.00% to 60.00%
- Area's discontinued rate is 42.09%
- District's discontinued rate is 42.79%

5. **Ninth Grade Students (Repeating Courses) Leaving School* (1996)**

- Schools' discontinued average rate ranged from 0.00% to 100%
- Area's discontinued rate is 37.61%
- District's discontinued rate is 34.72%

6. **Ninth Grade Students (Repeating Courses) Leaving School* (1997)**

- Schools' discontinued average rate ranged from 0.00% to 100%
- Area's discontinued rate is 18.79%
- District's discontinued rate is 16.44%

Six out of seven variables showed improvement and one decreased for 1995 vs. 1996 and 1996 vs. 1997.

*Students leaving school refers to the discontinuance of their schooling. The reasons leaving school are stated as follow: non-return, lost to institutions, suspended, moved/cannot locate, overage and other (voluntary). It should be noted that some of these students might return to continue their education. (See Tables 32-37).

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TENTH GRADE DATA

E. 1. Grade Point Averages (1996)

- Schools' grade point average ranged from 1.7 to 2.7
- Area's grade point average is 2.1
- District's grade point average is 1.8

2. Grade Point Averages (1997)

- Schools' grade point average (GPA) average ranged from 1.7 to 2.4
- Area's grade point average is 2.2
- District's grade point average is 1.8

F. 1. Student Daily Attendance (1996)

- Schools' daily attendance average ranged from 74% to 95%
- Area's daily attendance average is 86%
- District's daily attendance average is 80%

2. Student Daily Attendance (1997)

- Schools' daily attendance average ranged from 75% to 97%
- Area's daily attendance average is 85%
- District's daily attendance average is 80%

G. 1. Credit Hours Attempted and Earned (1996)

- Schools' average credit hours attempted ranged from 34.2 to 68.4
- Schools' average credit hours earned ranged from 32.3 to 67.4
- Area's average of credit hours attempted is 58.5
- Area's average of credit hours earned is 52.0
- District's average credit hours attempted is 51.8
- District's average credit hours earned is 48.7

2. Credit Hours Attempted and Earned (1997)

- Schools' average credit hours attempted ranged from 33.0 to 69.0
- Schools' average credit hours earned ranged from 31.6 to 67.9
- Area's average credit hours attempted is 58.1
- Area's average credit hours earned is 57.0

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- District's average credit hours earned is 51.4

H. 1. Metropolitan Achievement Test (Reading) (1996)

- Schools' grade mean equivalent (GME) ranged from 6.6 to 12.0+
- Area's GME average is 9.7
- District's GME average is 8.8
- National GME average is 10.7

2. Metropolitan Achievement Test (Mathematics) (1996)

- Schools' grade mean equivalent (GME) ranged from 6.3 to 12.0+
- Area's GME average is 10.4
- District's GME average is 8.5
- National GME average is 10.7

3. Metropolitan Achievement Test (Reading) (1997)

- Schools' grade mean equivalent (GME) ranged from 6.3 to 12.0+
- Area's GME average is 9.8
- District's GME average is 8.9
- National GME average is 10.7

4. Metropolitan Achievement Test (Mathematics) (1997)

- Schools' grade mean equivalent (GME) ranged from 6.5 to 12.0+
- Area's GME average is 10.4
- District's GME average is 8.6
- National GME average is 10.7

I. 1. Incoming 10th Grade Students Leaving School* (1996)

- Schools' discontinued average rate ranged from 0.00% to 21.54%
- Area's discontinued rate is 2.29%
- District's discontinued rate is 3.18%

2. Incoming 10th Grade Students Leaving School* (1997)

- Schools' discontinued average rate ranged from 0.42% to 42.42%
- Area's discontinued rate is 2.70%
- District's discontinued rate is 3.98%

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3. Tenth Grade Students (Repeating Courses) Leaving School* (1996)

- Schools' discontinued average rate ranged from 0.00% to 35.44%
- Area's discontinued rate is 19.70%
- District's discontinued rate is 16.22%

4. Tenth Grade Students (Repeating Courses) Leaving School* (1997)

- Schools' discontinued average rate ranged from 0.00% to 43.28%
- Area's discontinued rate is 19.06%
- District's discontinued rate is 15.88%

Three out of seven variables showed improvement, one remained the same and three decreased for 1996 vs. 1997.

RECOMMENDATIONS

Schools can help retain at-risk ninth graders through a variety of policies and practices. The following recommendations should be considered to help all ninth graders begin successful high school careers:

- Continue to decrease alienation in the high school by breaking the school down into small, stable units to increase personal attention from the staff. Examples of this strategy include:

  - create a school within-a-school environment

  - expanding the role of a homeroom teacher to include mentor and personal guide;

  - extending class to two periods (block scheduling) to limit the need for students to move from class to class;

  - creating clusters of students who remain together for several classes and thus can offer each other support;

  - creating alternative schools and mini-schools that offer disaffected students compensatory programs and more personalized attention.

*Students leaving school refers to the discontinuance of their schooling. The reasons leaving school are stated as follow: non-return, lost to institutions, suspended, moved/cannot locate, overage and other (voluntary). It should be noted that some of these students might return to continue their education. (See Tables 56-59).

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- Continue to sensitize teachers to the problems of ninth graders so that the teachers can be helpful; assign more experienced teachers to this grade.

- Continue to offer special programs to orient middle school students to ninth grade, thus helping to smooth the passage. Such programs include:

  - schedule visits to the high schools by small groups of incoming students.

  - assign a high school student to mentor each new student.

  - have a middle school student shadow a high school student to learn what a high school day is like.

  - schedule orientation activities, preferably for small groups of ninth graders, that range from a single session on the first day in school to an ongoing program lasting up to a full semester. During these orientations, rules and expectations are discussed, courses of study are described, and human awareness issues like multicultural relations and drug use are explored.

  - have orientation activities for parents that cover much of the same ground as those for the new ninth graders.

- Increase time for planning and developing integrated learning materials that initiate active student centered learning in the classroom.

- A full-time social worker, attendance agent and a counselor would be able to deal with the problems of at-risk students.

- Development of a 'reading resource lab' coordinated by a reading specialist to assist at-risk students and the teachers of at-risk students in improving reading deficiencies.

- Research has shown that constructions strategies (student-centered, and active participation) improved student learning and retention. Inservice should be provided to assist teachers in planning constructive activities because classroom visits reveal that teachers still rely heavily on traditional teacher-centered practices such as lecturing and paper-pencil participation activities.

- Seek ways to involve more parents in the school programs and activities.

- Most educators now recognize that it is imperative for schools to find better ways to increase parental and family involvement in children's education. The results of a study indicated that parental involvement is essential in helping children achieve optimum success in school, both academically and behaviorly. The results suggest

number of reasons, including: (1) parental involvement sends a positive message to children about the importance of their education, (2) parental involvement keeps the parent informed of the child's performance and (3) parental involvement helps the school accomplish more.

- Continue to have block scheduling, team teaching, and continue to provide group and individual counseling with the 10th grade students. Counselors and teachers should collaborate to assure that the services to these students will not be drastically changed.

- Provide students with more opportunities to be actively involved in learning experiences. More effective, alternative discipline strategies need to be employed. Students need to be motivated to attend classes, accept responsibility for their own behavior, and to achieve academic success.

APPENDICES

APPENDIX A

High School Allocations Title 1
and
Ninth Grade Restructuring 31a
by Area
1996-97

TABLE 60
HIGH SCHOOL ALLOCATIONS TITLE 1 FUNDS
AND
NINTH GRADE RESTRUCTURING 31a FUNDS
1996-97

PARTICIPATING SCHOOLS	FREE APPS	REDUC APPS	9TH GRADE RESTRUCT.* ALLOCATION 31a	H.S. TITLE I* ALLOCATION	TOTAL
AREA A					
CASS H S	860	14	425,018	268,967	$693,985
CHADSEY H S	550	6	271,814	296,423	$568,237
COMMERCE AND BUSINESS H S	79	19	39,042	52,247	$91,289
CROCKETT TECHNICAL H S	261	33	128,988	156,742	$285,730
FREDERICK DOUGLASS ACADEMY	223	19	110,208	193,528	$303,736
FERGUSON ACADEMY	276	3	136,401	297,489	$433,890
MARTIN LUTHER KING JR H S	702	48	346,933	199,926	$546,859
MILLER M S	106		52,386		
MURRAY - WRIGHT H S	143	83	564,642	653,624	$1,218,266
SOUTHWESTERN H S	626	45	309,374	357,734	$667,108
WESTERN INTERNATIONAL H S	670	19	331,119	367,330	$698,449
AREA B					
CODY H S	860	41	425,018	480,355	$905,373
DETROIT CITY H S	145	10	71,660	165,272	$236,932
HERMAN/ROGERS	25		12,355		
MACKENZIE H S	1114	36	550,547	613,105	$1,163,652
NORTHWESTERN H S	995	39	491,736	551,262	$1,042,998
AREA C					
COMMUNICATION & MEDIA ARTS	153	21	75,614	46,383	$121,997
COOLEY H S	837	21	413,651	457,430	$871,081
HENRY FORD H S	791	27	390,918	218,052	$608,970
REDFORD H S	1,024	37	506,068	282,828	$788,896
RENAISSANCE H S	172		85,004		
AREA D					
BEAUBIEN M S	107		52,880		
BOYKIN H S	221	4	109,220	179,933	$289,153
CENTRAL H S	864	22	426,995	472,358	$899,353
DETROIT H S	173	34	85,498	55,179	$140,677
HAMPTON M S	103		50,903		
MUMFORD H S	630	41	311,351	178,867	$490,218
NORTHERN H S	926	12	457,636	500,081	$957,717
AREA E					
DAVIS AEROSPACE TECHNICAL H	99	20	48,927	63,443	$112,370
KETTERING H S	1019	27	503,597	557,659	$1,061,256
OSBORN H S	1155	28	570,809	315,349	$886,158
PERSHING H S	1083	9	535,226	582,184	$1,117,410
AREA F					
BURBANK	91				
DENBY H S	1112	17	549,558	601,910	$1,151,468
FINNEY H S	726	23	403,767	399,318	$803,085
JACKSON M S	43		21,251		
SOUTHEASTERN H S	893	22	441,327	731,728	$1,173,055
VINCENT CEC	187	5	92,417	153,543	$245,960
TOTALS	20,044	785	$10,399,858	10,480,249	$20,575,328

** Includes all Middle Schools with 9th Grades.

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APPENDIX B

Ninth Grade Incoming Students

Reasons for Leaving School/District
by
School
June, 1995
(Before the Program)

NINTH GRADE INCOMING STUDENTS
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1995

Miller Middle School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	9	167	4.33
Night School	1	167	0.48
Transfer to a Michigan School	6	167	2.88
Transfer to Other States/Countries	1	167	0.48
Moved/Cannot Locate	4	167	1.92
Overage	1	167	0.48
Other (Voluntary)	1	167	0.48
Total	23		11.05

Continued Education: 8 students (3.84%)
Discontinued Education: 15 students (7.21%)

Commerce High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	1	189	1.37
Night School	1	189	1.37
Transfer to a Michigan School	7	189	9.59
Transfer to Other States/Countries	4	189	5.48
Moved/Cannot Locate	3	189	4.11
Other (Voluntary)	2	189	2.74
Total	18		24.66

Continued Education: 5 students (6.85%)
Discontinued Education: 15 students (20.55%)

Cass Technical High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	11	853	1.29
Night School	1	853	0.12
Transfer to a Michigan School	19	853	2.22
Transfer to Other States/Countries	5	853	0.59
Moved/Cannot Locate	4	853	0.47
Other (Voluntary)	14	853	1.64
Total	54		6.33

Continued Education: 25 students (2.93%)
Discontinued Education: 29 students (3.40%)

Chadsey High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	21	344	6.10
Night School	2	344	0.58
Transfer to a Michigan School	26	344	7.56
Transfer to Other States/Countries	18	344	5.23
Lost to Institutions (Except Youth Home)	1	344	0.29
Moved/Cannot Locate	26	344	7.56
Suspended	7	344	2.03
Overage	36	344	10.47
Other (Voluntary)	18	344	5.23
Total	155		45.05

Continued Education: 46 students (13.37%)
Discontinued Education: 109 students (31.69%)

M.L. King High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	12	521	2.30
Night School	3	521	0.58
Transfer to a Michigan School	18	521	3.46
Transfer to Other States/Countries	9	521	1.73
Lost to Institutions (Except Youth Home)	2	521	0.38
Moved/Cannot Locate	1	521	0.19
Overage	1	521	0.19
Total	46		8.83

Continued Education: 30 students (5.76%)
Discontinued Education: 16 students (3.07%)

Murray-Wright High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	31	573	5.41
Night School	6	573	1.05
Transfer to a Michigan School	28	573	4.89
Transfer to Other States/Countries	13	573	2.27
Moved/Cannot Locate	24	573	4.18
Suspended	1	573	0.17
Overage	8	573	1.40
Other (Voluntary)	20	573	3.49
Total	131		22.86

Continued Education: 30 students (5.23%)
Discontinued Education: 16 students (2.79%)

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Southwestern High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	18	326	5.52
Night School	3	326	0.92
Transfer to a Michigan School	26	326	8.27
Transfer to Other States/Countries	16	326	4.91
Moved/Cannot Locate	12	326	3.68
Suspended	4	326	1.23
Overage	23	326	7.06
Other (Voluntary)	18	326	5.58
Total	120		37.16

Continued Education: 45 students (13.80%)
Discontinued Education: 75 students (23.00%)

Western High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	7	339	2.07
Night School	6	339	1.77
Transfer to a Michigan School	19	339	5.61
Transfer to Other States/Countries	19	339	5.60
Lost to Institutions (Except Youth Home)	2	339	0.59
Moved/Cannot Locate	30	339	8.85
Overage	28	339	8.26
Suspended	2	339	0.59
Other (Voluntary)	9	339	3.24
Total	122		36.58

Continued Education: 44 students (12.98%)
Discontinued Education: 80 students (23.60%)

Crockett Technical High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	2	128	1.56
Transfer to a Michigan School	1	128	0.78
Transfer to Other States/Countries	2	128	1.56
Moved/Cannot Locate	3	128	2.35
Other (Voluntary)	1	128	0.78
Total	9		7.03

Continued Education: 3 students (2.34%)
Discontinued Education: 6 students (4.69%)

Frederick Douglass Academy

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	9	74	12.16
Night School	4	74	5.41
Transfer to a Michigan School	8	74	10.82
Lost to Institutions (Except Youth Home)	2	74	2.70
Moved/Cannot Locate	5	74	6.76
Suspended	5	74	6.76
Overage	3	74	4.05
Other (Voluntary)	5	74	6.76
Total	41		55.40

Continued Education: 14 students (18.92%)
Discontinued Education: 27 students (36.49%)

Ferguson Academy

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	7	99	7.07
Transfer to a Michigan School	1	99	1.01
Lost to Institutions (Except Youth Home)	22	99	22.22
Moved/Cannot Locate	8	99	8.08
Overage	6	99	6.06
Other (Voluntary)	11	99	11.11
Total	55		55.55

Continued Education: 31 students (31.31%)
Discontinued Education: 24 students (24.24%)

APPENDIX C

Ninth Grade Incoming Students

Reasons for Leaving School/District
by
School
June, 1996
(First Year Program)

NINTH GRADE INCOMING STUDENTS
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1996

Miller Middle School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	8	208	3.85
Transfer to a Michigan School	3	208	1.44
Transfer to Other States/Countries	5	208	2.40
Other (Voluntary)	3	208	1.44
Total	19		9.13

Continued Education: 8 students (3.85%)
Discontinued Education: 11 students (5.29%)

Commerce High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Night School	1	73	1.37
Transfer to a Michigan School	4	73	5.48
Total	5		6.85

Continued Education: 5 students (6.85%)
Discontinued Education: 0 students (0.00%)

Cass Technical High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	22	984	2.58
Transfer to a Michigan School	23	984	2.70
Transfer to Other States/Countries	5	984	0.59
Moved/Cannot Locate	16	984	1.89
Suspended	1	984	0.12
Other (Voluntary)	6	984	0.70
Total	73		8.56

Continued Education: 28 students (3.28%)
Discontinued Education: 45 students (5.28%)

Chadsey High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	32	313	10.22
Transfer to a Michigan School	16	313	5.11
Transfer to Other States/Countries	15	313	4.79
Lost to Institutions (Except Youth Home)	1	313	0.32
Moved/Cannot Locate	10	313	3.20
Overage	17	313	5.43
Other (Voluntary)	4	313	1.28
Total	95		30.35

Continued Education: 31 students (9.90%)
Discontinued Education: 64 students (20.45%)

M.L. King High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	7	549	1.28
Transfer to a Michigan School	12	549	2.16
Transfer to Other States/Countries	3	549	0.55
Other (Voluntary)	2	549	0.36
Total	24		4.37

Continued Education: 15 students (2.73%)
Discontinued Education: 9 students (1.64%)

Murray-Wright High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	13	514	2.53
Transfer to a Michigan School	22	514	4.28
Transfer to Other States/Countries	4	514	0.78
Moved/Cannot Locate	3	514	0.58
Overage	8	514	1.56
Other (Voluntary)	11	514	2.14
Total	61		11.87

Continued Education: 26 students (5.06%)
Discontinued Education: 35 students (6.81%)

Southwestern High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	17	307	5.54
Night School	5	307	1.63
Transfer to a Michigan School	25	307	8.14
Transfer to Other States/Countries	6	307	1.95
Moved/Cannot Locate	4	307	1.30
Suspended	2	307	0.65
Overage	7	307	2.28
Other (Voluntary)	5	307	1.63
Total	71		23.12

Continued Education: 36 students (11.72%)
Discontinued Education: 35 students (11.40%)

Western High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	26	374	6.95
Night School	5	374	1.34
Transfer to a Michigan School	15	374	4.01
Transfer to Other States/Countries	14	374	3.74
Moved/Cannot Locate	16	374	4.28
Overage	7	374	1.87
Other (Voluntary)	12	374	3.21
Total	95		25.40

Continued Education: 34 students (9.09%)
Discontinued Education: 61 students (16.31%)

Crockett Technical High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	2	159	1.26
Transfer to a Michigan School	3	159	1.89
Total	5		3.15

Continued Education: 3 students (1.89%)
Discontinued Education: 2 students (1.26%)

Frederick Douglass Academy

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	7	67	10.44
Transfer to a Michigan School	6	67	8.96
Moved/Cannot Locate	6	67	8.96
Suspended	1	67	1.49
Overage	1	67	1.49
Other (Voluntary)	4	67	5.97
Total	25		37.31

Continued Education: 12 students (17.91%)
Discontinued Education: 13 students (19.40%)

Ferguson Academy

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	13	59	23.03
Transfer to a Michigan School	2	59	3.39
Moved/Cannot Locate	2	59	3.39
Suspended	3	59	5.08
Other (Voluntary)	10	59	16.95
Total	30		50.84

Continued Education: 2 students (3.39%) Discontinued Education: 28 students (47.45%)

APPENDIX D

Ninth Grade Incoming Students

Reasons for Leaving School/District
by
School
June, 1997
(Second Year Program)

NINTH GRADE INCOMING STUDENTS
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1997

Miller Middle School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Transfer to a Michigan School	0	206	0.00
Transfer to Other States/Countries	2	206	0.97
Moved/Cannot Locate	1	206	0.49
Total	3		1.46

Continued Education: 2 students (0.97%)
Discontinued Education: 1 student (0.49%)

Commerce High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Transfer to a Michigan School	1	113	0.88
Moved/Cannot Locate	1	113	0.88
Total	2		1.76

Continued Education: 1 student (0.88%)
Discontinued Education: 1 student (0.88%)

Cass Technical High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	0	1064	0.00
Transfer to a Michigan School	17	1064	1.60
Transfer to Other States/Countries	9	1064	0.84
Moved/Cannot Locate	13	1064	1.22
Suspended	0	1064	0.00
Other (Voluntary)	2	1064	0.19
Total	41		3.85

Continued Education: 26 students (2.44%)
Discontinued Education: 15 students (1.41%)

Chadsey High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Night School	1	276	0.36
Transfer to a Michigan School	13	276	4.71
Transfer to Other States/Countries	7	276	2.54
Lost to Institutions (Except Youth Home)	0	276	0.00
Moved/Cannot Locate	14	276	5.07
Overage	4	276	1.45
Other (Voluntary	4	276	1.45
Total	43		15.88

Continued Education: 21 students (7.60%)
Discontinued Education: 22 students (7.98%)

M.L. King High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	12	525	2.29
Transfer to a Michigan School	7	525	1.33
Transfer to Other States/Countries	0	525	0.00
Other (Voluntary)	0	525	0.00
Total	19		3.62

Continued Education: 7 students (1.33%)
Discontinued Education: 12 students (2.29%)

Murray-Wright High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	0	650	0.00
Transfer to a Michigan School	14	650	2.15
Transfer to Other States/Countries	5	650	0.77
Moved/Cannot Locate	13	650	2.00
Overage	0	650	0.00
Other (Voluntary	3	650	0.46
Total	35		15.38

Continued Education: 19 students (2.92%)
Discontinued Education: 16 students (2.46%)

Southwestern High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	0	261	0.00
Night School	1	261	0.38
Transfer to a Michigan School	9	261	3.44
Transfer to Other States/Countries	5	261	1.92
Moved/Cannot Locate	0	261	0.00
Suspended	1	261	0.38
Overage	8	261	3.07
Other (Voluntary)	8	261	3.07
Total	32		12.26

Continued Education: 15 students (5.75%)
Discontinued Education: 17 students (6.51%)

Western High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	0	347	0.00
Night School	2	347	0.58
Transfer to a Michigan School	10	347	2.88
Transfer to Other States/Countries	12	347	3.46
Lost to Institutions (Except Youth Home)	0	347	0.00
Moved/Cannot Locate	7	347	2.02
Overage	16	347	4.61
Other (Voluntary	1	347	0.29
Total	48		13.84

Continued Education: 24 students (6.92%)
Discontinued Education: 24 students (6.92%)

Crockett Technical High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Transfer to a Michigan School	4	135	2.96
Moved/Cannot Locate	2	135	1.48
Total	6		4.44

Continued Education: 2 students (1.48%)
Discontinued Education: 4 students (2.96%)

Frederick Douglass Academy

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	0	56	0.00
Transfer to a Michigan School	1	56	1.79
Moved/Cannot Locate	9	56	16.07
Lost to Institutions	1	56	1.79
Overage	0	56	0.00
Other (Voluntary)	7	56	12.50
Total	18		32.15

Continued Education: 1 student (1.79%)
Discontinued Education: 17 students (30.76%)

Ferguson Academy

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	0	57	0.00
Transfer to a Michigan School	0	57	0.00
Moved/Cannot Locate	30	57	52.63
Suspended	1	57	1.75
Other (Voluntary	7	57	12.28
Total	38		66.66

Continued Education: 0 students (0.00%) Discontinued Education: 38 students (66.66%)

APPENDIX E

Ninth Grade Students Repeating Courses

Reasons for Leaving School/District
by
School
June, 1995
(Before the Program)

NINTH GRADE STUDENTS REPEATING COURSES
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1995

Miller Middle School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	3	5	60.00
Total	3		60.00

Continued Education: 0 students (0.00%)
Discontinued Education: 3 students (60.00%)

Commerce High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Total	0	0	0.00

Continued Education: 0 students (0.00%)
Discontinued Education: 0 students (0.00%)

Cass Technical High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Transfer to a Michigan School	3	26	11.54
Transfer to Other States/Countries	2	26	7.69
Other (Voluntary)	2	26	7.69
Total	7		26.92

Continued Education: 5 students (19.23%)
Discontinued Education: 2 students (7.69%)

Chadsey High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	9	153	5.88
Night School	3	153	1.96
Transfer to a Michigan School	11	153	7.19
Transfer to Other States/Countries	4	153	2.62
Lost to Institutions (Except Youth Home)	1	153	0.65
Moved/Cannot Locate	29	153	18.96
Suspended	6	153	3.92
Overage	33	153	21.57
Other (Voluntary)	6	153	3.92
Total	102		66.67

Continued Education: 18 students (11.76%)
Discontinued Education: 84 students (54.90%)

M.L. King High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Total	0	0	0.00

Continued Education: 0 students (0.00%)
Discontinued Education: 0 students (0.00%)

Murray-Wright High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	13	119	10.92
Night School	4	119	3.36
Transfer to a Michigan School	13	119	10.93
Moved/Cannot Locate	9	119	7.57
Overage	5	119	4.20
Other (Voluntary)	8	119	6.72
Total	52		43.70

Continued Education: 17 students (14.29%)
Discontinued Education: 35 students (29.41%)

Southwestern High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	6	193	3.11
Night School	10	193	5.18
Transfer to a Michigan School	13	193	6.73
Transfer to Other States/Countries	7	193	3.63
Moved/Cannot Locate	10	193	5.18
Suspended	6	193	3.11
Overage	23	193	11.92
Other (Voluntary)	24	193	12.43
Total	99		51.30

Continued Education: 30 students (15.55%)
Discontinued Education: 69 students (33.75%)

Western High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	8	108	7.41
Night School	14	108	12.96
Transfer to a Michigan School	8	108	7.42
Transfer to Other States/Countries	5	108	4.63
Moved/Cannot Locate	21	108	19.44
Overage	21	108	19.44
Other (Voluntary)	5	108	4.63
Total	82		75.93

Continued Education: 27 students (25.00%)
Discontinued Education: 55 students (50.93%)

Crockett Technical High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Transfer to a Michigan School	5	18	27.77
Transfer to Other States/Countries	1	18	5.56
Moved/Cannot Locate	1	18	5.56
Total	7		38.89

Continued Education: 6 students (33.33%)
Discontinued Education: 1 student (5.56%)

Frederick Douglass Academy

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	3	73	4.11
Night School	9	73	12.32
Transfer to a Michigan School	4	73	5.48
Transfer to Other States/Countries	1	73	1.37
Moved/Cannot Locate	12	73	16.44
Suspended	6	73	8.22
Overage	4	73	5.48
Enlisted in Armed Forces	1	73	1.37
Other (Voluntary)	7	73	9.59
Total	47		64.38

Continued Education: 14 students (19.18%)
Discontinued Education: 33 students (45.20%)

Ferguson Academy

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	9	101	8.91
Night School	1	101	0.99
Lost to Institutions (Except Youth Home)	18	101	17.82
Moved/Cannot Locate	7	101	6.93
Suspended	2	101	1.98
Overage	5	101	4.95
Other (Voluntary)	10	101	9.90
Total	52		51.48

Continued Education: 1 student (1.00%)
Discontinued Education: 51 students (50.48%)

APPENDIX F

Ninth Grade Students Repeating Courses

Reasons for Leaving School/District
by
School
June, 1996
(First Year Program)

NINTH GRADE STUDENTS REPEATING COURSES
REASONS FOR LEVING SCHOOL/DISTRICT
JUNE, 1996

Miller Middle School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	1	1	100.00
Total	1		100.00

Continued Education: 0 students (0.00%)
Discontinued Education: 1 student (100%)

Commerce High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Total	0	0	0.00

Continued Education: 0 students (0.00%)
Discontinued Education: 0 students (0.00%)

Cass Technical High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Moved/Cannot Locate	1	6	16.67
Total	1		16.67

Continued Education: 0 students (0.00%)
Discontinued Education: 1 student (16.67%)

Chadsey High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	9	141	6.38
Transfer to a Michigan School	9	141	6.38
Transfer to Other States/Countries	6	141	4.25
Moved/Cannot Locate	17	141	12.06
Overage	38	141	26.95
Other (Voluntary)	6	141	4.25
Total	85		60.28

Continued Education: 15 students (10.64%)
Discontinued Education: 70 students (49.64%)

M.L. King High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Transfer to a Non-public School	2	7	28.57
Total	2		28.57

Continued Education: 2 students (28.57%)
Discontinued Education: 0 students (0.00%)

Murray-Wright High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	14	184	7.61
Night School	6	184	3.26
Transfer to a Michigan School	21	184	11.42
Transfer to Other States/Countries	1	184	0.54
Moved/Cannot Locate	12	184	6.52
Overage	6	184	3.26
Other (Voluntary)	21	184	11.41
Total	81		44.02

Continued Education: 28 students (15.22%)
Discontinued Education: 53 students (28.80%)

Southwestern High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	15	137	10.95
Night School	6	137	4.38
Transfer to a Michigan School	7	137	5.11
Transfer to Other States/Countries	3	137	2.19
Moved/Cannot Locate	4	137	2.92
Suspended	1	137	0.73
Overage	22	137	16.06
Other (Voluntary)	2	137	1.46
Total	60		43.80

Continued Education: 16 students (11.88%)
Discontinued Education: 44 students (32.12%)

Western High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	10	177	5.65
Night School	14	177	7.91
Transfer to a Michigan School	7	177	3.96
Transfer to Other States/Countries	5	177	2.82
Lost to Institutions (Except Youth Home)	1	177	0.56
Moved/Cannot Locate	24	177	13.56
Suspended	2	177	1.13
Overage	16	177	9.04
Other (Voluntary)	10	177	5.65
Total	89		50.28

Continued Education: 26 students (14.69%)
Discontinued Education: 63 students (35.59%)

Crockett Technical High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Moved/Cannot Locate	1	12	8.33
Total	1		8.33

Continued Education: 0 students (0.00%)
Discontinued Education: 1 student (8.33%)

Frederick Douglass Academy

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	4	71	5.64
Night School	3	71	4.23
Transfer to a Michigan School	7	71	9.86
Transfer to Other States/Countries	1	71	1.42
Moved/Cannot Locate	16	71	22.54
Suspended	7	71	9.86
Overage	3	71	4.23
Other (Voluntary)	3	71	4.23
Total	44		61.97

Continued Education: 11 students (15.49%)
Discontinued Education: 33 students (46.48%)

Ferguson Academy

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	23	91	25.27
Night School	2	91	2.20
Moved/Cannot Locate	6	91	6.59
Suspended	1	91	1.10
Other (Voluntary)	15	91	16.48
Total	47		51.64

Continued Education: 2 students (2.19%)
Discontinued Education: 45 students (49.45%)

APPENDIX G

Ninth Grade Students Repeating Courses

Reasons for Leaving School/District
by
School
June, 1997
(Second Year Program)

NINTH GRADE STUDENTS REPEATING COURSES
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1997

Commerce High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Transfer to a Michigan School	1	15	6.67
Total	1		6.67

Continued Education: 1 student (6.67%)
Discontinued Education: 0 students (0.00%)

Cass Technical High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Moved/Cannot Locate	1	14	7.14
Other	1	14	7.14
Total	2		14.28

Continued Education: 0 students (0.00%)
Discontinued Education: 2 students (100%)

Chadsey High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	1	116	0.86
Transfer to a Michigan School	4	116	3.45
Transfer to Other States/Countries	3	116	2.59
Moved/Cannot Locate	12	116	10.34
Overage	13	116	11.21
Other (Voluntary)	1	116	0.86
Total	34		29.31

Continued Education: 8 students (6.90%)
Discontinued Education: 26 students (22.41%)

M.L. King High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	13	147	8.84
Transfer to a Michigan School	14	147	9.52
Transfer to Other States/Countries	2	147	1.36
Total	29		19.72

Continued Education: 16 students (10.88%)
Discontinued Education: 13 students (8.84%)

Murray-Wright High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	3	230	1.30
Night School	6	230	2.61
Transfer to a Michigan School	12	230	5.22
Transfer to Other States/Countries	4	230	1.74
Lost to Institutions	1	230	0.43
Moved/Cannot Locate	10	230	4.35
Overage	6	230	2.61
Other (Voluntary)	11	230	4.78
Total	53		23.04

Continued Education: 22 students (9.56%)
Discontinued Education: 31 students (13.84%)

Southwestern High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	1	149	0.67
Night School	8	149	5.37
Transfer to a Michigan School	2	149	1.34
Transfer to Other States/Countries	0	149	0.00
Moved/Cannot Locate	3	149	2.01
Suspended	0	149	0.00
Overage	15	149	10.07
Other (Voluntary)	6	149	4.03
Total	35		23.49

Continued Education: 10 students (6.71%)
Discontinued Education: 25 students (16.78%)

Western High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	0	189	0.00
Night School	5	189	2.65
Transfer to a Michigan School	7	189	3.70
Transfer to Other States/Countries	3	189	1.59
Lost to Institutions (Except Youth Home)	2	189	1.06
Moved/Cannot Locate	13	189	6.87
Suspended	0	189	0.00
Overage	14	189	7.41
Other (Voluntary)	5	189	2.65
Total	49		25.93

Continued Education: 15 students (7.94%)
Discontinued Education: 34 students (17.99%)

Crockett Technical High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Transfer to a Michigan School	3	35	8.57
Moved/Cannot Locate	2	35	5.71
Other	1	35	2.86
Total	6		17.14

Continued Education: 3 students (8.57%)
Discontinued Education: 3 students (8.57%)

Frederick Douglass Academy

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Transfer to a Michigan School	5	64	7.81
Transfer to Other States/Countries	0	64	0.00
Moved/Cannot Locate	9	64	14.06
Overage	0	64	0.00
Other (Voluntary)	7	64	10.94
Total	21		32.81

Continued Education: 5 students (7.81%)
Discontinued Education: 16 students (25.00%)

Ferguson Academy

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	0	100	0.00
Transfer to a Michigan School	4	100	4.00
Transfer to Other States/Countries	2	100	2.00
Moved/Cannot Locate	42	100	42.00
Suspended	2	100	2.00
Other (Voluntary)	4	100	4.00
Total	54		54.00

Continued Education: 6 students (6.00%)
Discontinued Education: 48 students (48.00%)

APPENDIX H

Tenth Grade Incoming Students

Reasons for Leaving School/District
by
School
June, 1996
(Not exposed to the Ninth Grade Restructuring)

TENTH GRADE INCOMING STUDENTS
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1996

Cass Technical High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	666	0.00
Night School	0	666	0.00
Transfer to a Michigan School	7	666	1.05
Transfer to Other States/Countries	2	666	0.30
Moved/Cannot Locate	0	666	0.00
Other (Voluntary)	0	666	0.00
Total	0		1.35

Continued Education: 9 students (1.35%) Discontinued Education: 0 students (0.00%0

Chadsey High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	206	0.00
Night School	0	206	0.00
Transfer to a Michigan School	8	206	3.88
Transfer to Other States/Countries	6	206	2.91
Lost to Institutions (Except Youth Home)	0	206	0.00
Moved/Cannot Locate	9	206	4.38
Suspended	0	206	0.00
Overage	5	206	2.43
Other (Voluntary)	0	206	0.00
Total	28		13.60

Continued Education: 14 students (6.80%) Discontinued Education: 14 students (6.80%)

M.L. King High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	573	0.00
Night School	0	573	0.00
Transfer to a Michigan School	8	573	1.40
Transfer to Other States/Countries	7	573	1.22
Lost to Institutions (Except Youth Home)	2	573	0.35
Moved/Cannot Locate	0	573	0.00
Overage	0	573	0.00
Total	17		2.97

Continued Education: 15 students (2.62%) Discontinued Education: 2 students (0.35%)

Murray-Wright High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	5	385	1.30
Night School	0	385	0.00
Transfer to a Michigan School	6	385	1.56
Transfer to Other States/Countries	5	385	1.30
Moved/Cannot Locate	0	385	0.00
Suspended	0	385	0.00
Overage	0	385	0.00
Other (Voluntary)	3	385	0.78
Total	19		4.94

Continued Education: 11 students (2.86%) Discontinued Education: 8 students (2.08%)

Southwestern High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	177	0.00
Night School	0	177	0.00
Transfer to a Michigan School	4	177	2.26
Transfer to Other States/Countries	1	177	0.07
Moved/Cannot Locate	0	177	0.00
Suspended	0	177	0.00
Overage	4	177	2.26
Other (Voluntary)	1	177	0.07
Total	10		5.65

Continued Education: 5 students (2.82)
Discontinued Education: 5 students (2.82%)

Western High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	186	0.00
Night School	4	186	2.15
Transfer to a Michigan School	2	186	1.08
Transfer to Other States/Countries	9	186	4.83
Lost to Institutions (Except Youth Home)	0	186	0.00
Moved/Cannot Locate	5	186	2.69
Overage	4	186	2.15
Suspended	0	186	0.00
Other (Voluntary)	0	186	0.00
Total	24		12.90

Continued Education: 15 students (8.06%)
Discontinued Education: 9 students (4.84%)

Crockett Technical High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	121	0.00
Transfer to a Michigan School	3	121	2.47
Transfer to Other States/Countries	1	121	0.83
Overage	1	121	0.83
Other (Voluntary)	1	121	0.83
Total	6		4.96

Continued Education: 4students (3.31%) Discontinued Education: 2 students (1.65%)

Frederick Douglass Academy

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	27	0.00
Night School	1	27	3.71
Transfer to a Michigan School	3	27	11.11
Lost to Institutions (Except Youth Home)	0	27	0.00
Moved/Cannot Locate	0	27	0.00
Suspended	0	27	0.00
Overage	1	27	3.71
Other (Voluntary)	2	27	7.40
Total	7		23.93

Continued Education: 4 students (14.82%) Discontinued Education: 3 students (11.11%)

Ferguson Academy

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	1	65	1.54
Transfer to a Michigan School	1	65	1.54
Lost to Institutions (Except Youth Home)	0	65	0.00
Moved/Cannot Locate	5	65	7.69
Overage	0	65	0.00
Other (Voluntary)	7	65	10.78
Total	16		24.61

Continued Education: 2 students (3.07%)
Discontinued Education: 14 students (21.54%)

Commerce High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Total	0		0.00

Continued Education: 0 students (0.00%)
Discontinued Education: 0 students (0.00%)

APPENDIX I

Tenth Grade Incoming Students

Reasons for Leaving School/District
by
School
June, 1997
(Exposed to the Ninth Grade Restructuring)

TENTH GRADE INCOMING STUDENTS
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1997

Commerce High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Night School	1	57	1.75
Transfer to a Michigan School	5	57	8.77
Moved/Cannot Locate	1	57	1.75
Total	7		12.27

Continued Education: 1 student (1.75%)
Discontinued Education: 6 students (10.52%)

Cass Technical High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	722	0.00
Transfer to a Michigan School	6	722	0.82
Transfer to Other States/Countries	3	722	0.42
Moved/Cannot Locate	3	722	0.42
Other (Voluntary)	0	722	0.00
Total	12		1.66

Continued Education: 9 students (1.24%)
Discontinued Education: 3 students (0.42%)

Chadsey High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	147	0.00
Transfer to a Michigan School	1	147	0.68
Transfer to Other States/Countries	2	147	1.36
Lost to Institutions (Except Youth Home)	0	147	0.00
Moved/Cannot Locate	2	147	1.36
Overage	7	147	4.76
Other (Voluntary)	1	147	0.68
Total	13		8.84

Continued Education: 3 students (2.04%)
Discontinued Education: 10 students (6.80%)

M.L. King High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	3	528	0.57
Transfer to a Michigan School	10	528	1.90
Transfer to Other States/Countries	3	528	0.57
Other (Voluntary)	0	528	0.00
Total	16		3.04

Continued Education: 13 students (2.47%)
Discontinued Education: 3 students (0.57%)

Murray-Wright High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	302	0.00
Transfer to a Michigan School	3	302	0.99
Transfer to Other States/Countries	2	302	0.66
Moved/Cannot Locate	2	302	0.66
Overage	0	302	0.00
Other (Voluntary)	2	302	0.66
Total	9		2.98

Continued Education: 5 students (1.66%)
Discontinued Education: 4 students (1.32%)

Southwestern High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	192	0.00
Night School	1	192	0.52
Transfer to a Michigan School	7	192	3.64
Transfer to Other States/Countries	0	192	0.00
Moved/Cannot Locate	2	192	1.04
Suspended	1	192	0.52
Overage	4	192	2.08
Other (Voluntary)	4	192	2.08
Total	19		9.90

Continued Education: 8 students (4.17%)
Discontinued Education: 11 students (5.73%)

Western High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	203	0.00
Night School	1	203	0.49
Transfer to a Michigan School	5	203	2.46
Transfer to Other States/Countries	6	203	2.96
Moved/Cannot Locate	4	203	1.97
Overage	6	203	2.96
Other (Voluntary)	1	203	0.49
Total	23		11.33

Continued Education: 12 students (5.91%)
Discontinued Education: 11 students (5.42%)

Crockett Technical High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Night School	1	138	0.72
Transfer to a Michigan School	1	138	0.72
Transfer to Other States/Countries	1	138	0.72
Overage	1	138	0.72
Total	4		2.88

Continued Education: 2 students (1.44%)
Discontinued Education: 2 students (1.44%)

Frederick Douglass Academy

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	45	0.00
Transfer to a Michigan School	1	45	2.22
Moved/Cannot Locate	4	45	8.89
Overage	0	45	0.00
Other (Voluntary)	2	45	4.44
Total	7		15.55

Continued Education: 1 student (2.22%)
Discontinued Education: 6 students (13.33%)

Ferguson Academy

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	33	0.00
Transfer to a Michigan School	1	33	3.03
Moved/Cannot Locate	11	33	33.33
Other (Voluntary)	3	33	9.09
Total	15		45.45

Continued Education: 1 student (3.03%)
Discontinued Education: 14 students (42.42%)

APPENDIX J

Tenth Grade Students Repeating Courses

Reasons for Leaving School/District
by
School
June, 1996
(Not exposed to the Ninth Grade Restructuring)

TENTH GRADE STUDENTS REPEATING COURSES
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1996

Commerce High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Total	0	0	0.00

Continued Education: 0 students (0.00%) Discontinued Education: 0 students (0.00%)

Cass Technical High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Transfer to a Michigan School	1	21	4.76
Transfer to Other States/Countries	0	21	0.00
Moved/Cannot Locate	3	21	14.28
Total	4		19.04

Continued Education: 1 students (4.76%) Discontinued Education: 3 student (14.28%)

Chadsey High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	79	0.00
Night School	0	79	0.00
Transfer to a Michigan School	1	79	1.27
Transfer to Other States/Countries	4	79	5.06
Lost to Institutions (Except Youth Home)	0	79	0.00
Moved/Cannot Locate	8	79	10.13
Suspended	0	79	0.00
Overage	20	79	25.31
Other (Voluntary)	0	79	0.00
Total	33		41.77

Continued Education: 5 students (6.32%)
Discontinued Education: 28 students (35.44%)

M.L. King High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Total	0	0	0.00

Continued Education: 0 students (0.00%)
Discontinued Education: 0 students (0.00%)

Murray-Wright High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	45	0.00
Night School	1	45	2.22
Transfer to a Michigan School	8	45	17.78
Transfer to a Other States/Countries	1	45	2.22
Moved/Cannot Locate	1	45	2.22
Overage	1	45	2.22
Other (Voluntary)	2	45	4.45
Total	14		31.11

Continued Education: 10 students (22.22%)
Discontinued Education: 4 students (8.89%)

Southwestern High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	107	0.00
Night School	1	107	0.93
Transfer to a Michigan School	2	107	1.87
Transfer to Other States/Countries	0	107	0.00
Moved/Cannot Locate	0	107	0.00
Suspended	0	107	0.00
Overage	8	107	7.48
Other (Voluntary)	1	107	0.93
Total	12		11.21

Continued Education: 3 students (2.80%)
Discontinued Education: 9 students (8.41%)

Western High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	93	0.00
Night School	8	93	8.60
Transfer to a Michigan School	7	93	7.53
Transfer to Other States/Countries	0	93	0.00
Moved/Cannot Locate	11	93	11.82
Overage	9	93	9.69
Other (Voluntary)	1	93	1.07
Total	36		38.71

Continued Education: 15 students (16.13%)
Discontinued Education: 21 students (22.58%)

Crockett Technical High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Transfer to a Michigan School	0	8	0.00
Transfer to Other States/Countries	0	8	0.00
Moved/Cannot Locate	1	8	12.50
Total	1		12.50

Continued Education: 0 students (0.00%)
Discontinued Education: 1 student (12.50%)

Frederick Douglass Academy

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	24	0.00
Night School	3	24	12.50
Transfer to a Michigan School	2	24	8.33
Transfer to Other States/Countries	1	24	4.17
Moved/Cannot Locate	1	24	4.17
Overage	2	24	8.33
Other (Voluntary)	2	24	8.33
Total	11		45.83

Continued Education: 6 students (25.00%) Discontinued Education: 5 students (20.83%)

Ferguson Academy

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	29	0.00
Night School	0	29	0.00
Moved/Cannot Locate	3	29	10.34
Overage	0	29	0.00
Other (Voluntary)	6	29	20.69
Total	9		31.03

Continued Education: 3 students (10.34%) Discontinued Education: 6 students (20.69%)

APPENDIX K

Tenth Grade Students Repeating Courses

Reasons for Leaving School/District
by
School
June, 1997
(Exposed to the Ninth Grade Restructuring)

TENTH GRADE STUDENTS REPEATING COURSES
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1997

Commerce High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Transfer to a Michigan School	1	16	6.25
Transfer to Other States/Countries	1	16	6.25
Moved/Cannot Locate	1	16	6.25
Overage	1	16	6.25
Total	4		25.00

Continued Education: 0 student (0.00%)
Discontinued Education: 4 students (25.00%)

Cass Technical High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Total	0		0.00

Continued Education: 0 students (0.00%)
Discontinued Education: 0 students (0.00%)

Chadsey High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	86	0.00
Transfer to a Michigan School	5	86	5.81
Transfer to Other States/Countries	0	86	0.00
Moved/Cannot Locate	7	86	8.14
Overage	12	86	13.95
Other (Voluntary)	0	86	0.00
Total	24		27.90

Continued Education: 5 students (5.81%)
Discontinued Education: 19 students (22.09%)

M.L. King High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	17	82	20.73
Night School	2	82	2.44
Transfer to a Michigan School	5	82	6.10
Total	24		29.27

Continued Education: 7 students (8.54%)
Discontinued Education: 17 students (20.73%)

Murray-Wright High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	117	0.00
Night School	5	117	4.27
Transfer to a Michigan School	4	117	3.42
Transfer to Other States/Countries	0	117	0.00
Moved/Cannot Locate	4	117	3.42
Overage	1	117	0.84
Other (Voluntary)	4	117	3.42
Total	18		15.38

Continued Education: 9 students (7.69%)
Discontinued Education: 9 students (7.69%)

Southwestern High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	73	0.00
Night School	4	73	5.48
Transfer to a Michigan School	0	73	0.00
Transfer to Other States/Countries	2	73	2.74
Moved/Cannot Locate	0	73	0.00
Suspended	0	73	0.00
Overage	7	73	9.59
Other (Voluntary)	3	73	4.11
Total	16		21.92

Continued Education: 6 students (8.22%)
Discontinued Education: 10 students (13.70%)

Western High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	95	0.00
Night School	2	95	2.11
Transfer to a Michigan School	7	95	7.37
Transfer to Other States/Countries	2	95	2.11
Lost to Institutions (Except Youth Home)	0	95	0.00
Moved/Cannot Locate	7	95	7.37
Overage	14	95	14.74
Other (Voluntary)	1	95	1.05
Total	33		34.74

Continued Education: 11 students (11.58%)
Discontinued Education: 22 students (23.16%)

Crockett Technical High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Transfer to a Michigan School	1	22	4.55
Transfer to Other States/Countries	1	22	4.55
Moved/Cannot Locate	1	22	4.55
Total	3		13.65

Continued Education: 2 students (9.14%)
Discontinued Education: 1 students (9.14%)

Frederick Douglass Academy

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Night School	0	19	0.00
Transfer to a Michigan School	1	19	5.26
Transfer to Other States/Countries	0	19	0.00
Moved/Cannot Locate	1	19	5.26
Overage	0	19	0.00
Other (Voluntary)	0	19	0.00
Total	2		10.52

Continued Education: 1 students (5.26%)
Discontinued Education: 1 students (5.26%)

Ferguson Academy

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	67	0.00
Night School	1	67	1.49
Moved/Cannot Locate	26	67	38.81
Suspended	1	67	1.49
Other (Voluntary)	2	67	2.99
Total	30		44.78

Continued Education: 1 students (1.49%)
Discontinued Education: 29 students (43.28%)

APPENDIX L

Literature Review and Bibliography Sources

LITERATURE REVIEW

Based on the literature review, it is apparent that effective programs address several levels of students' experiences:

- At the individual level, interpersonal relationships with adults in school
- At the classroom level, the instructional approaches and curriculum content
- At the school level, the policies which are relevant to dropouts, particularly tracking, absenteeism, suspension, retention (holding a student back to repeat a grade level), and personnel
- At the community level, the involvement of parents and community agencies which serve youth

At each level of students' experiences it is necessary to make the school experience relevant to students' needs.

Deschamps (1992) study examined research from 1980 to 1992 that addressed characteristics of high school dropouts. Data from 32 empirical studies were synthesized into an integrative review. A list of the most common characteristics of high school dropouts was generated and the major policy issues related to dropping out were identified and addressed. Four major categories of dropout characteristics were found: demographic, social and family, deviant behavior in society, and in-school. Some of the more common characteristics of dropouts included ethnicity, low socioeconomic status, coming from a single-parent family, a high rate of absenteeism, disciplinary problems, grade retention, low academic performance, and poor achievement test scores. The major policy issues related to the dropout problem included: the lack of uniform definition of the term dropout; the inaccuracy of statistics measuring local, state and national dropout rates; the correlation between grade retention and dropping out; the dropout rate in special education; and the need for more research on how many dropouts return to school or receive their Graduate Equivalency Diploma.

Because children who live in poverty drop out of school disproportionately, some might argue that important factors influencing high school graduation rates are not within the school's control. Though there are powerful economic and social forces influencing school attendance among poor, urban youth, intervention programs have been successful in affecting drop out rates. This review attempts to identify those factors within the realm of the school's control which can make going to school and graduating worthwhile to students who might otherwise drop out of school.

Interpersonal Relationships

The importance of students' interpersonal relationships with adults in the school is stressed more frequently than almost any other feature or effective programs.

Individualized Treatment/Instruction:

Several studies suggest that treating students as individuals helps to reduce the dropout rate. In Cippollone's study of six schools with differential dropout rates (1987), schools with lower dropout rates had administrators and teachers who were more willing to look at students individually and later specify discipline practices accordingly. Hess, Jr. and others (1986) cite more interaction between teachers and students as characteristic of schools with lower dropout rates in their study of eight Chicago high schools.

Small classes provide an opportunity for more frequent and more intimate contact between students and teachers. Ruby and Law's paper to the American Association of School Psychologists (1987) asserts that successful dropout programs have low student/teacher ratios and provide personal attention.

Caring:

Caring staff is repeatedly cited as an essential component of successful dropout prevention programs. It is also probably the most difficult component to operate. Mann (1985) suggests that teachers should know students by name and ask about their personal lives.

Finally, Cippollone's study of six schools with differential dropout rates (1987) concludes that in schools with lower dropout rates the staff had a sense of advocacy for students and were more willing to become involved in the social and affective needs of students.

Cultural Differences:

McLaughlin (1994) summarized various theories developed to explain minority language learners' failures to thrive in existing school systems. These theories may provide ideas for understanding dilemmas faced by minority youths.

Education psychologists have focused on the individual learner who, they believe, arrives at school broken by impoverishing home and community experiences. This deficit theory calls for helping individual students acquire mastery of skills before moving ahead, as well as providing enrichment to overcome deficits in background experiences.

Organizational theorists have focused on schools and school systems which they see as the primary culprits in school failure. These schools effectiveness proponents call for school restructuring and systemic reform efforts, including rethinking such important issues as how time is used and who is involved in planning and decision making.

Sociologists and anthropologists have focused on powerful economic and political structures that underpin all aspects of society and "create arrangements.....that systematically give voice to some and deny it to others" and are structured "around successful and unsuccessful competence displays such that winners and losers are inevitable" (McLaughlin, p. 53). These critical theorists call for teachers as coaches, pedagogy as problem solving, and a curriculum that addresses important themes connected to the lives of students.

Lastly, sociolinguists have a narrower focus on the teacher-learner interaction, where they find constant miscommunication resulting from different cultural and linguistic preferences for interaction. Cultural differences theorists believe solutions lie in teachers becoming knowledgeable about the culture and language of their students and adopting curriculum and teaching methods to students' needs.

The idea of cultural discontinuity contains elements of both of the last two theories just described. Increasingly, it has become an explanation for the difficulties minority students face in adjusting to and finishing high school.

Theories of cultural discontinuity have their origins in the anthropological studies of ethnic minority groups within a dominant, majority culture. According to students of cultural discontinuity theory, minority children having been initially raised in a distinctive culture of their own, are often thrust into a school system that promotes the values of the majority culture--not those of their own. If the resulting clash of culture continues, the minority child may feel forced to choose one culture at the expense of the other. A tragic paradox emerges: success (in school) becomes failure (in the community), and failure becomes success. Moreover, it has been argued that failure is not simply the passive act of neglecting to complete required tasks, but that it may be a status that is actively pursued by ethnic minority students in order to preserve their culture of origin. In other words, failure in school is a tacit cultural goal that must be achieved (McDermott, 1987; Spindler, 1987).

Self-Esteem:

An analysis of the research and scholarly literature (Walz, 1991) suggests a number of significant findings and generalizations about the importance and the effects of self-esteem upon youth and adults. Overall it would appear that self-esteem can be envisaged as a "social vaccine," a dimension of personality that empowers people and inoculates them against a wide spectrum of

self-defeating and socially undesirable behavior (California Task Force to Promote Self-Esteem, 1990.) Among the more compelling generalizations to be made are the following:

- The family is a strong force in the development of self-esteem. The early years are particularly important in establishing an "authentic and abiding self-esteem" in a person.

- High parental self-esteem is crucial to the ability to nurture high self-esteem and personal effectiveness in children.

- School climate plays an important role in the development of the self-esteem of students. Schools that target self-esteem as a major school goal appear to be "more successful academically as well as in developing healthy self-esteem among their students." (California Task Force to Promote Self-Esteem, 1990, p. 5.)

- Self-esteem and achievement may be either the cause or the effect of each other, depending upon the person and the particular situation in which they function.

- Young girls who possess positive self-esteem are less likely to become pregnant as teenagers.

- Persons who hold themselves in high esteem are less likely to engage in destructive and self-destructive behavior including child abuse, alcohol and drug abuse, violence and crime.

- Exclusive attention to just self-esteem or personal achievement may well result in less favorable outcomes in either or both areas than when an approach is used which attends to both self-esteem and achievement. Walz (1991) in postulating the presence of an "esteem-achievement connection" emphasize the importance of presenting students with challenging experiences that enable the student to "earn" high esteem by successfully coping with difficult tasks.

- The choice to esteem oneself or not is ultimately the responsibility of the individual no matter what the background and prior experiences of the individual may be. High self-esteem can never be given to a person by another person or society. It must be sought, "earned" by the individual for him or herself.

- Self-esteem may be expressed as an overall generic characteristic, i.e., "she exhibits a high self-esteem" or as a more specific behavioral attribute, i.e., "he certainly has a high sense of self-esteem in tackling a difficult writing task, but he has absolutely no belief in his competence to do anything numerical." The experience of many counselors would favor a counseling intervention that explores a client's overall self-esteem (nhancing his/her generic self-esteem), but also

focuses upon blockages which retard the expression of high self-esteem in specific areas.

- Writers and researchers show general, although by no means complete, agreement on the preconditions necessary for someone to demonstrate high self-esteem. Among the commonly used terms are: security, connectedness, uniqueness, assertiveness, competence, and spirituality.

Research shows (Waltz, 1991) that gaining greater knowledge and understanding of self-esteem can be beneficial to a counselor. However, to specifically impact upon a client's self-esteem requires greater focus and effort upon the part of the counselor. Six action steps are suggested as guides for how a counselor can intervene to assist clients in enhancing their own self-esteem.

- Acknowledge that the self-esteem of a client is a vital determinant in his/her behavior and should be a major focus of the counseling relationship.

- Explore with the client the meaning of self-esteem and how his/her self-esteem has impacted upon past behaviors and actions (and can influence present and future plans and decisions.)

- Assist the client in assessing the internal and external forces contributing to or retarding their self-esteem. Develop a personally meaningful profile of esteem builders and detractors.

- Recognize that the self-esteem of the counselor has a stimulating or depressing effect upon the esteem of a client and that each needs to be aware of his/her self-esteem and its effect upon others.

- Assist the client in designing a self-esteem enhancement program that is customized to her/his learning style and desired goals.

- Above all else, act upon the conviction that self-esteem is a disposition to know oneself as someone who is competent to cope with the realities and demands of life and as personally worthy of experiencing joy and happiness. Acting upon this conviction a counselor will then know that she/he can neither bestow nor induce self-esteem in another person. Through their efforts, however, counselors can assist a person to learn the processes by which they can examine the antecedents of their self-esteem, and take responsibility for thinking and acting in ways which will heighten their own self-esteem and hence their capacity to experience life confidently and joyously.

Student Motivation:

Much of the recent research on student motivation has rightly centered on the classroom, where the majority of learning takes place and where students are most likely to acquire a strong motivation to gain new knowledge. Making the classroom a place that naturally motivates students to learn is much easier when students and teachers function in an atmosphere where academic success and the motivation to learn are expected and rewarded.

An environment that nurtures educational motivation can be cultivated at home, in the classroom, or throughout an entire school. One of the most effective avenues for engendering student motivation is a school's culture. According to Deal (1987), school culture can be embodied and transformed through channels such as shared values, heroes, rituals, ceremonies, stories, and cultural networks.

Davis (1989) suggests using a wide variety of activities and symbols to communicate motivational goals. "Visible symbols," he says, "illustrate and confirm what is considered to be important in the school." He suggests using "school newsletters, statements of goals, behavior codes, rituals, symbols, and legends" to "convey messages of what the school really values." Staging academic awards assemblies, awarding trophies for academic success and displaying them in trophy cases, scheduling motivational speakers, and publicizing students' success can help them see that the desire to be successful academically is recognized and appreciated.

Klug (1989) notes that school leaders can influence levels of motivation by "shaping the school's instructional climate," which in turn shapes "the attitudes of teachers, students, parents, and the community at large toward education." By effectively managing this aspect of a school's culture, principals can "increase both student and teacher motivation and indirectly impact learning gains."

School administrators can take advantage of times of educational change by including strategies for increasing student motivation. Acknowledging that school restructuring is inevitable, Maehr (1991) challenges school leaders to ensure that "motivation and the investment in learning of students will be enhanced" as a result of school reform. School leaders have seldom "considered motivation vis-a-vis the current restructuring movement," he says, "and few have considered that the school as an entity in its own right, may have effects that supersede those of individual classrooms and the acts of individual teachers."

A positive "psychological environment" strongly influences student motivation, says Maehr. School leaders can create this type of environment by establishing policies and programs that:

- stress goal setting and self-regulation/management
- offer students choices in instructional settings

- reward students for attaining "personal best" goals
- foster teamwork through group learning and problem-solving experiences
- replace social comparisons of achievement with self-assessment and evaluation techniques
- teach time management skills and offer self-paced instruction when possible

Instructional Approaches

The research on dropouts almost universally recommends non-traditional instructional approaches in small class groups. Research suggests utilizing low student/teacher ratios, a multi-media approach, and flexible course scheduling.

Low Student/Teacher Ratios:

Low student/teacher ratios provide greater opportunities for personalized attention. The U.S. General Accounting Office's survey of dropout program (1987) found that individualized instruction favorably influenced dropout reduction.

Many large urban school districts where the dropout problem is particularly acute do not have the resources to provide the recommended student/teacher ratios. However, as Strother (1986) points out, "large schools make it difficult for teachers to respond to individual student's needs." Wheelock and Dorman (1988) address this problem in their research findings regarding adolescents by recommending a team teaching approach, homerooms, and teacher-based counseling as ways to create "smallness within bigness."

Wheelock (1990) states that recent literature suggests it is not students' backgrounds, but schools' response to students' backgrounds that determine students' success in school. School practices and policies adopted in response to student performance in attendance, academics, and behavior also have a significant impact on students' decision to leave school before graduating.

According to a literature review by Quinn (1991) school practices such as placement of at-risk students in alternative, nontraditional programs, individualized counseling, low student-teacher ratio, and peer tutoring successfully lower dropout rates, whereas remediation, retention in grade, tracking, and suspension exacerbate the problem.

Multi-Media Approach:

Media refers to the means of communication. Students at risk are not responding to traditional methods of teaching, such as lectures and seat work. Many researchers feel that creative approaches are needed, particularly to teach basic reading and math skills to older

students. Such approaches provide students with opportunities to experience success in school where they have previously failed.

Other researchers support the concept of a multi-media approach which allows students to experience success. Wheelock and Dorman (1988) suggest varying teaching methods and using diverse instructional approaches to provide multiple opportunities for success.

Flexible Scheduling:

In addition to innovation and variety of instructional approaches, changes in the scheduling of classes are encouraged. The U.S. General Accounting Office survey of programs (1987) finds that "flexibility in curriculum and school hours are important to prevent dropping by students unable to progress in the standard school setting."

Cooperative Learning:

Johnson and Johnson (1987) are well-known proponents of this last type of grouping, called cooperative learning. These heterogeneous groups are based on positive interdependence among the group members who help and support one another. Their goals focus on bringing each member's learning to the maximum and on maintaining good working relationships among members. "Nothing is more basic than learning to use one's knowledge in cooperative interaction with others," the Johnsons' state. And they continue: "Greater achievement is typically found in collaborative situations where peers work together than in situations where individuals work alone..."

Johnson and Johnson (1987) recommend assigning students of high, medium, and low abilities in the same group. They also suggest that it is very beneficial for those students who are not as task oriented as others to be put with their more academically oriented peers. Teachers should allow students to choose one person with whom they would like to work, and then carefully place these pairs with others to maximize the heterogeneous makeup of each group.

As the group works together as a team, some of the benefits predicted for individual members are higher critical thinking competencies, more positive social interaction with classmates, improved collaborative competencies, an understanding of other perspectives, and more self-esteem. The Johnsons believe that:

- Cooperative learning procedures may be used successfully with any type of academic task, although they are most successful when conceptual learning is required.

- Whenever possible, cooperative groups should be structured so that controversy and academic disagreements among group members are possible and are managed constructively.

- Students should be encouraged to keep each other on task and to discuss assigned material in ways that ensure elaborate rehearsal and the use of higher learning strategies.

- Students should be encouraged to support each other's efforts to achieve.

Educators must make many choices every year about grouping arrangements. Good teachers who provide supportive environments for their students and who are aware of the strengths and weaknesses of grouping will make the decisions that are right for themselves, for their classroom situation, and for their students.

Cross-Age Tutoring:

Although references in the literature to cross-age and peer tutoring programs are sparse (Natriello and others, 1988), (Wheelock, 1988), these programs appear to produce significant results. Cross-age tutoring seems to meet several needs of students at risk:

- Feeling important, competent, and needed in a school setting

- Developing an interpersonal, interdependent relationship with someone in school

- Reviewing basic math and reading skills without the stigma of remedial education

- Active involvement in the learning process

- Providing individualized instruction to younger students

- Providing an opportunity for community service

Gaustand (1993) states that one to one tutoring programs, such as peer and cross-age tutoring, can result in emotional and learning benefits for the tutor and the tutee. In cross-age tutoring, the tutor is older than the tutee. Advantages of these programs are that tutors are better than adults in relating to their tutees on a cognitive, emotional, and social level. Also, cross-age tutoring offers the tutor the higher status of being older but still being close in age. Tutors can benefit from cross-age and peer tutoring because it allow them to review material, and to improve thinking and communication skills.

Positive Discipline

Criticizing, discouraging, creating obstacles and boundaries, blaming, shaming, using sarcastic or cruel humor, or using physical punishment are some negative disciplinary methods used with young children.

Any adult might occasionally do any of these things. Doing any or all of them more than once in a while means that a negative approach to discipline has become a habit and urgently needs to be altered before the child experiences low self-esteem as a permanent part of his/her personality.

ERIC (1990) in an article on "Positive Discipline" states the following as good approaches to discipline:

- increase a student's self-esteem
- allow the student to feel valued
- encourage the student to feel cooperative
- enable the student to learn gradually the many skills involved in taking some responsibility for what happens to him/her
- motivate the student to change his/her strategy rather than to blame others
- help the student to take initiative, relate successfully to others, and solve problems

School discipline has two main goals: (1) ensure the safety of staff and students, and (2) create an environment conducive to learning. Serious student misconduct involving violent or criminal behavior defeats these goals and often makes headlines in the process. However, the commonest discipline problems involve non-criminal student behavior (Moles, 1989).

These less dramatic problems may not threaten personal safety, but they still negatively affect the learning environment. Disruptions interrupt lessons for all students, and disruptive students lose even more learning time.

As educator researcher Daniel Duke (1989) points out, "The goal of good behavior is necessary, but not sufficient to ensure academic growth." Effective school discipline strategies seek to encourage responsible behavior and to provide all students with a satisfying school experience as well as to discourage misconduct.

When John Hopkins University researchers Gary D. Gottfredson and Denise C. Gottfredson (1989) analyzed data from over 600 of the nation's secondary schools, they found that the following school characteristics were associated with discipline problems:

- rules were unclear or perceived as unfairly or inconsistently enforced
- students did not believe in the rules
- teachers and administrators did not know what the rules were or disagreed on the proper responses to student misconduct
- teacher-administration cooperation was poor or the administration inactive
- teachers tended to have punitive attitudes
- misconduct was ignored
- schools were large or lacked adequate resources for teaching

Written policies should be developed with input from everyone who will be affected by them. Once developed, discipline policies must be communicated to staff, students, parents and community. But a policy on paper is meaningless in itself. Ongoing administrative support, in-service training in new techniques, continued communication, and periodic evaluation and modification are needed to adopt a school discipline plan to the changing needs of the school community.

Curriculum Content

The curriculum content is the "what" of instruction, or the information and knowledge which the school system attempts to convey to its students.

The research on dropouts consistently recommends a curriculum which focuses on infusing basic skills, stressing practical skills, and offering a multiple abilities curriculum.

Basic Skills Instruction:

Students who are at risk of dropping out are typically those who exhibit poor basic academic skills (Wheelage, 1988). Often middle school curriculums assume basic reading comprehension and math skills, however, many students may not have mastered these basic skills yet (Wheelock and Dorman, 1988). Students who are weak in basic skills at the middle school level have increased difficulties in high school. It is extremely important that dropout prevention programs recognize and address the need for students to master basic reading and math skills.

Hornbeck (1991) states that while research has shown that computer-assisted instruction (CAI) can help at-risk students learn basic skills such as reading, writing and mathematics, studies have also revealed that CAI helps students think critically, solve problems and draw inferences.

Stress Practical Skills:

Because the irrelevance of the school experience to students' needs is considered to be the major cause of dropping out, stressing practical skills is recommended by some researchers. Ruby and Law's paper presented at the Annual Meeting of School Psychologists (1987) states that successful programs stress the immediate and practical and offer opportunities for paid employment. Strother (1986) also recommends that the curriculum should focus on real-life problems.

Multiple Abilities Curriculum:

Students who do not experience success in school may not have opportunities to use their strongest abilities as part of traditional curriculums. A multiple abilities curriculum provides a chance for students to use a wide range of skills to earn credit towards graduation.

Natriello and others (1988) assert that schools should offer a multiple abilities curriculum and move beyond the narrow range of academic tasks which rely on reading skills to allow students to experience success. Wheelage (1988) recommends an "experiential" curriculum including community service, career internship, political/social action, and/or outdoor adventure.

Researchers (1990) of the Office of Research, Evaluation and Assessment, New York City Board of Education, state that poor and minority students are at the greatest risk of failure because of a gap between home and school. This gap is the difference in the expectations parents and teachers have of students, and between the social and language skills required of students at home and at school. When the schools represent an alien culture to students and fail to represent parental interests, students disengage from the school culture and the socioeconomic universe it represents. The following traditional compensatory education approaches are not effective in educating at-risk students: (1) retention; (2) pullout programs; and (3) in-class aides. The following strategies are more promising: (1) reduced class size; (2) early intervention; (3) cohesive social unit; (4) comprehensive services; (5) intensive interventions; (6) bilingual instructional services (7) culturally sensitive programs (8) built-in flexibility; (9) active teaching; (10) engaged learning; (11) cooperative learning; and (12) community involvement.

School Policies

Monitoring/Early Intervention:

The importance of identifying potential dropouts early and then immediately taking action to re-engage them in the school is almost universally agreed upon in the literature on dropout prevention.

Some researchers recommend monitoring and intervention at the earliest points in a student's career. Gruskin and other (1987) recommend good preschool and early childhood programs and Beck and Muia (1980) suggest intervention in nursery school and kindergarten. Those who advocate monitoring and intervention in early elementary school include Walz (1987).

The middle school years are viewed by other researchers as the critical monitoring and intervention stage because this is when students begin to feel disconnected (Sherwood, 1987), (Massachusetts Advocacy Center, 1986), (Wheelock an Dorman, 1988).

Other researchers who advocate monitoring and early intervention include, Natriello and others (1988), Naylor (1987), O'Connor (1985), Sherman (1987), Strother (1986), and Sween and Kyle (1987).

Focus on Absenteeism:

Chronic absenteeism is an obvious early warning sign of potential dropout (Sherman, 1987), (U.S. General Accounting Office, 1987), (Wheelage, 1988). The school's reaction to a student's absenteeism can send a strong message to the student regarding his or her importance to the school. The school's efforts to promote daily school attendance help to reduce dropout rates (Walz, 1987).

Bonikowski (1987), suggests nurturing a cooperative, rather than an adversarial, relationship with parents regarding students' attendance. Wheelock and Dorman's (1988) suggestions include the following:

- Establish an attendance team for monitoring attendance
- Interview students regarding reasons for non-attendance
- Maintain persistent contact with students' homes

Herman (1991) states that educators must take into account the changing social, cultural, and economic trends' contributions to high absenteeism and dropout rates. No curriculum can succeed if the students are not in attendance to learn, develop and advance in society.

Literature on absenteeism written after 1985 demonstrates a shift of focus from the student as truant to the school as part of both the problem and the solution. Four major principles are

necessary to any successful intervention--awareness, change in perspectives, early intervention, and cooperation and involvement. Components of an intervention include developing and implementing attendance policies, monitoring, tracking, and recording; getting parents involved; providing counseling and guidance; and providing relevant curriculum or alternative program. Research shows that programs (Harte, 1995) implemented as school wide improvements have consistently been successful in reducing attendance problems. Effective schools are student-centered and operate as: a caring institutional and functional community, a community organization, an experimenter and risk-taker, and a team.

In School Suspension:

Traditional approaches to student discipline include suspending a student for severe infractions. However, a history of suspension is not only predictive of dropout (Wheelock, 1986), but suspension actually encourages students to dropout by sending a clear message that they are not wanted in school (Massachusetts Advocacy Center, 1986).

In-school suspension differs from traditional suspension practices because the student stays on the school premises while serving the term of his/her suspension. Supervised, in-school suspension which includes academic support is recommended as a means to maintain a relationship with students and to make them feel as though they belong in school (Mahood, 1981), (Wheelock and Dorman, 1988).

Roquemore (1991) suggested that intervention in-school suspension programs could counteract students' low self-concepts and negative attitudes toward teachers. Such programs would include: parent training, teacher staff development, school programs that focus on one to one relationships with students, remediation of academic difficulties and administrative monitoring of individual teachers and evaluation of the school involvement.

Non-Retention:

Students who have been retained in a grade are much more likely to dropout than those who have not (Massachusetts Advocacy Center, 1986), (Sherman, 1987), (Wheelock, 1986). Walz (1987) quantifies the relationship between retention and dropout in his literature review:

"The child who has been held back one grade level is 60 times more likely to become a dropout that a student who has not, and the child who has been held back two grade levels is 250 times more likely to become a dropout."

Wheelock and Dorman (1988) argue strongly against retention and suggest giving students specialized instruction with a designated target date at which they will be "caught up" and reintegrated into their appropriate grade level. Some programs they suggest include the following:

- Competency-based curriculum in multi-grade groupings

- Smaller class size

- Summer school with different teaching techniques stressing more active student involvement.

George (1993) suggest that: (a) school districts and schools should disseminate current research on retention to schools staffs (b) school districts with high retention rates should develop a plan to reduce the rate and improve the instructional program for at-risk students (c) school districts should monitor differential effects of retention for different ethnic groups and boys and girls.

Sherwood (1993) states that despite a growing trend toward retention in grade of low-achieving students and apparent public support for the practice, many educators and psychologists disagree with the perception that flunking is an appropriate response to poor academic performance. Research reported in the past two decades indicates that grade-level retention produces little improvement in student achievement. Some studies presented evidence that students required to repeat a grade actually made less progress than comparable classmates who were promoted. In addition, there are many studies that demonstrate significant psychological damage to children, particularly in terms of lowered self-esteem. Still others associate an increase in the dropout level with retention in grade. In Florida, a number of approaches to improving student achievement without resorting to grade retention have been proposed. Among them are the following:

- tutorial programs, including peer tutoring, cross-age tutoring, and adult volunteer tutoring, coordinated with classroom instruction;

- extended basic skills programs, which eliminate "non-essentials" from the student day, with the additional time being applied to reading, writing, and mathematics;

- cooperative learning programs;

- extended-year programs, achieved in Florida because of funding constraints through summer school; and

- individualized instruction through such technologies as interactive video, word processing, and story starters.

Students At Risk:

Most studies agree that the main factors associated with dropping out include students' socioeconomic status, school behavior, and academic achievement.

"Dropout rates are higher for students coming from low socioeconomic backgrounds, from single-parent families, and from non-English language family backgrounds," stated Frase (1989) in the first annual report by the National Center for Education Statistics. This nationwide study also found higher dropout rates for students living in cities than in suburbs or rural areas, and in the South and West rather than in the Northeast. Students who marry or have children, or who have had problems with the law or school authorities, are also at greater risk.

Academic factors are clearly related to dropping out. Students who received poor grades, who had repeated a grade, who were overage for their class, and who had poor attendance for reasons other than illness were more likely to drop out. "A powerful predictor... was the attendance record during the first four months of tenth grade," Frase reported.

Barber and McLellan (1987) found that dropouts in a Wisconsin community showed clear indications of academic problems by the third grade. Their achievement test scores were significantly lower than those of their classmates and also below their ability as measured by intelligence tests; teacher comments alone identified potential dropouts with 63 percent accuracy. Poor attendance, failing grades, and low overall GPA marked these students' high school careers.

Conley (1992) in his research states that national and state policies are establishing expectations that essentially all students will graduate from high school. As schools begin to adjust their goals accordingly, they found most of their basic organizational practices must change. At-risk students demand personalized education, meaningful material, success-based tasks, continuous contact with trusted adults, and a stable peer group.

Traditional grouping and grading practices do not facilitate success for at-risk students. Teachers have a very difficult time accepting the notion that all students can succeed without standards being lowered. There is an increasing tension between meeting the needs of both "gifted" and "at-risk" students within the traditional organizational paradigm.

Restructuring schools are using cooperative learning strategies, project centered learning, learning teams, schools-within-schools, block scheduling, advisor-advisee programs, enhanced parental involvement, expansion of learning into the community, and an increasing integration of vocational and academic curricula into "applied academics" courses or strategies to meet the needs of diverse group of students.

Parent/Community Involvement

The complex needs of at risk students call for the utilization of a wide range of resources. The school's efforts to coordinate with others who have an interest in the student's life can result in synergistic benefits to the student at risk.

Parents:

Parents may be the most important force keeping children in school. At the high school level there is a tendency for parental involvement to decline. Efforts must be made to re-engage parents in their children's education.

> "Student achievement is strongly influenced by efforts to bridge home and school as a team" (Ochoa, 1987).
>
> "The collaboration with families is an important intervention strategy" (Willis, 1986).
>
> "Encouraging parental involvement in school learning activities helps prevent dropping out" (Walz, 1987).

The above observations illustrate the conventional wisdom regarding the role of parental influence on dropout prevention. It has been found that successful dropout programs have activities to enhance parental support (Naylor, 1987). Programs should develop policies to help increase parents' interest and monitoring of their children's progress (Strother, 1986), (Ekstrom and others, 1986).

Wheelock and Dorman (1988) suggest "blurring the home-school boundary line" by involving parents in adult education classes at the school, offering a GED program for parents, and involving parents in policy making.

Wagonseller (1992) states that despite the difficulties of parenting, few people have actually been trained to be parents or to become involved in their children's education. To address these problems, each community needs to develop a comprehensive parent involvement model.

A community parent involvement model would include the following elements:

- training parent trainers to conduct parenting classes in every school
- change the focus of the Parent Teacher Association (PTA) to parent-teacher administration
- develop in each school a parent education program for expectant parents and parents of very young children
- develop a parent education program for parents of elementary age children
- develop a parent education program for parents of children with special needs (Example: disabilities, gifted, etc.)

- develop monthly parents' workshops on topics of interest to parents
- create a family lifestyle class for high school students

Research has shown that one of the most promising ways to increase students' achievement is to involve their families (Charkin, 1993; Henderson and Berla, 1994). They also found that family participation in education was twice as predictive of academic learning as family socioeconomic status. Establishing partnerships with families has many benefits for

schools and families, but Epstein says, "the main reason to create such partnerships is to help all youngsters succeed in school and in later life" (1995, p. 701).

Research on families and student learning has shown that students at all grade levels do better work in school, feel better about themselves as learners, set higher goals, and dream bigger dreams when their parents are knowledgeable, supportive, encouraging and involved with their education. Parent involvement in education can take a variety of forms, including volunteering to help in the school, doing a presentation for a class, helping chaperon field trips, and supplying materials. The most important type of involvement, however, is encouraging, monitoring, and helping your children with their schoolwork. When parents and school work together, children grow in an environment of consistent expectations and shared purpose, where children become better students and parents become better teachers.

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